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ABSTRACT

Completion of phase 2 of a project to disseminate materials to train staff in the implementation and operation of a comprehensive guidance and counseling program resulted in workshops, classes, and a final report on the career guidance planning model called PAGE 2 (Programmatic Approach to Guidance Excellence) in Illinois. Where phase 1 saw to printing and dissemination of PAGE 2 materials, facilitator training, and PAGE 2 initial workshop plans (see note), phase 2 consisted of five completed PAGE 2 workshops involving 115 teachers, counselors, administrators, and parents. Workshop participants planned comprehensive career guidance programs for their local school districts. Furthermore, graduate courses in education and in personnel development, designed to train directors and school personnel in implementation, delivery, and evaluation of guidance programs, were held at the University of Illinois using PAGE 2 materials and presentations from project staff. Project materials were disseminated statewide and follow-up data were assembled to produce the final report evaluating the impact of the system in school settings. Results indicate PAGE 2's success in furnishing effective inservice training materials whereby school personnel have available a planning process, a team approach, and clear means to choose and describe goals and objectives. PAGE 2 materials encouraged community input and participation, while showing how to combine a guidance program with a school's overall priorities so that it becomes part of the curriculum. (CP)

ED 179699

Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois

Phase Two

Final Report

State Board of Education
Jack Witkowsky, Chairman

Illinois Office of Education
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777
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June 30, 1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Final Report

Contract Number: RD1-B9-187

Project Title: Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois — Phase Two

Grantee Organization: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801

Time Period Covered: September 15, 1978, through June 30, 1979

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Abstract for Funding Agreement with Adult, Vocational and Technical Education

Title: Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois

Project Director: Dr. J. Marlowe Slater, Professor of Vocational and Technical Education

Institution: University of Illinois at Urbana-Champaign

Location: 345 Education Building, University of Illinois at Urbana-Champaign, Urbana, Illinois 61801

Funding Period: September 15, 1978, through June 30, 1979

Objectives of Project:

1. To disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through.
2. To help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

Procedures of Implementation: (Phases One and Two)

1. Reproduce a previously developed and tested planning model for comprehensive systems of career guidance — Programmatic Approach to Guidance Excellence (PAGE 2).
2. Disseminate the PAGE 2 planning model to educational institutions and agencies for career guidance staff development activities.
3. Train 19 facilitators in Illinois in the use of the PAGE 2 planning model.
4. Assist career guidance center directors in conducting staff development activities in local school districts statewide to prepare educational and community personnel in the state of Illinois in the use of guidance and counseling planning tools.
5. Provide an opportunity for PAGE 2 workshop participants to earn one unit of graduate credit in a staff development course.
6. Profile, through a case-study approach, an example of a career guidance planning model to demonstrate how a planning model can be adapted to fit local school system needs in Illinois.
7. Evaluate the impact of a planning model used in a school system setting in Illinois.

Contribution to Vocational and Technical Education:

Provide school and community persons charged with the responsibility for planning and delivering comprehensive career guidance programs knowledge of available resources, access to such resources, and instruction in planning techniques for career guidance.

Highlights of the Project

Listed below in a brief summary form are some of the major accomplishments and outcomes of the project.

- Five hundred sets of the Programmatic Approach to Guidance Excellence (PAGE 2) materials were printed after some minor revisions were made by the project staff. Three hundred and sixty sets were delivered to the Curriculum Publications Clearinghouse at Western Illinois University to be sold on a cost recovery basis. One hundred and forty sets were utilized in the project and/or disseminated by the project staff.
- Each of the 19 regional career guidance centers in Illinois was provided three sets of PAGE 2 materials for use in their assistance to local school districts planning career guidance programs.
- Two training sessions for PAGE 2 facilitators were held during the two phases of the project. Thirty persons participated in the workshop sessions and received training.
- A brochure describing the PAGE 2 materials was developed and distributed. The initial printing of 2500 was quickly exhausted and an additional 4000 brochures were printed and disseminated to interested persons, groups, and organizations.
- Five completed PAGE 2 workshops involved a total of 115 teachers, counselors, administrators, parents, and community persons in helping plan a comprehensive career guidance program for their local school districts.
- Ninety-six individuals elected to enroll in the graduate-level staff development course offered by the University of Illinois in conjunction with participation in the PAGE 2 workshops.
- The PAGE 2 materials were used as content materials in two sections of the graduate course, VoTec 476, "Guidance in Vocational, Technical, and Practical Arts Education," and in four sections of the graduate course, VoTec 451, "Directing Personnel Development in Vocational, Technical, and Practical Arts Education," offered through the University of Illinois at Urbana-Champaign.
- Members of the project staff made 28 presentations during the funded period to groups and organizations relating to the uses of the PAGE 2 materials.
- Promotion and use of the PAGE 2 materials demonstrated Illinois' commitment to the importance and need for comprehensive career guidance programs for youth and adults by helping educational agencies throughout Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

THE SOCIETY WHICH SCORNS EXCELLENCE IN PLUMBING

BECAUSE PLUMBING IS A HUMBLE ACTIVITY AND

TOLERATES SHODDINESS IN PHILOSOPHY

BECAUSE IT IS AN EXALTED ACTIVITY

WILL HAVE NEITHER GOOD PLUMB-

ING NOR GOOD PHILOSOPHY,

NEITHER ITS PIPES

NOR ITS THEORIES

WILL HOLD

WATER.

-- JOHN W. GARDNER

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INTRODUCTION AND OVERVIEW OF THE PROJECT

The project entitled, "Implementation of Systematic Planning for Comprehensive Programs of Guidance, Counseling, Placement and Follow-Through in Illinois," was conceived by Dr. J. Marlowe Slater and Dr. Janet Treichel in the Department of Vocational and Technical education at the University of Illinois at Urbana-Champaign, Illinois. They recognized the need for disseminating staff development materials which could help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

As conceptualized by the project developers, the project was to consist of two phases and utilize techniques of dissemination designed to maximize impact in all areas of the state. Phase One would consist of revising and printing 500 sets of the Programmatic Approach to Guidance Excellence (PAGE 2) materials, holding a workshop to train PAGE 2 facilitators, and initiating plans for PAGE 2 workshops in Illinois school districts. Phase Two would consist of PAGE 2 workshops, conducting classes in a graduate level staff development course, disseminating the PAGE 2 materials, assembling data from follow-up studies, and producing a final report which would be beneficial for school and community persons planning comprehensive career guidance programs.

To insure optimum impact throughout all sections of the state, the project developers proposed that the dissemination of materials and workshop organization be conducted primarily through the offices of the directors of the newly organized career guidance centers with assistance from the project staff. This would help the directors meet their function of "providing leadership for career guidance programs at the local level" and assure the dissemination of materials into all regions of the state. An opportunity for the local school district workshop participants to enroll in the course VoTec 451--Directing

Personnel Development in Vocational, Technical and Practical Arts Education--at the University of Illinois would be arranged by the project director. Follow-up studies of selected school sites would be made by the project staff. In essence, the project was designed to contribute to vocational and technical education in Illinois by providing persons charged with the responsibility for planning and delivering comprehensive guidance programs knowledge of available resources, access to such resources, and instruction in planning techniques for career guidance.

The proposal for funding was submitted to:

Research and Development Section
Department of Adult, Vocational
and Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Funding was approved for Phase One for the period of March 27, 1978 through August 31, 1978 and for Phase Two during the period of September 15, 1978 through June 30, 1979.

This report, then, traces the efforts, the frustrations, the failures, and the successes of the project staff as it worked to fulfill the objectives of the project and make it one that would help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

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The project staff wishes to acknowledge the insight, the genuine interest in the dissemination of proven field-tested materials, and the constructive assistance provided by Dr. Ronald D. McCage, Manager, Research and Development Section, Department of Adult, Vocational and Technical Education and by Mrs. Nona Janssen, our contract administrator.

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Charles O. Gordon
ISP Project Coordinator
June, 1979

NARRATIVE DESCRIPTION OF THE PROJECT

Going from project conceptualization to project completion requires cooperation from the individuals involved and skillful execution of assigned tasks. It means essential planning and completion of specific activities within particular time frames. And while there were clearly delineated work tasks built into the two phases of the project for the project staff, some aspects of the project were dependent on the outcome of voluntary actions administered by individuals over which the staff had no control. This can involve some risk but the anticipated outcomes of a project of value is oftentimes worth taking the chance.

With these things in mind the project staff agreed at the outset to:

- Review and reassess the status of the project on a regular basis.
- Work closely with the IOE/DAVTE contract administrator.
- Make necessary tactical changes as deemed advisable in order to insure fulfillment of the project objectives.

Adhering to these seemingly basic fundamentals of project management enabled the staff to make corrective measures as needed rather than permitting external influences to abort the project outcomes.

Principal Purposes of the Project

The two principal purposes of the project were:

1. To disseminate staff development materials which provide a model for systematically planning comprehensive systems of guidance, counseling, placement, and follow-through.
2. To help educational agencies in Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.

Staff Qualifications and Facilities

Major responsibility for the project management and the accomplishment of project objectives was assumed by the Project Steering Committee. The Steering Committee consisted of the Project Director (Dr. J. Marlowe Slater) and three University of Illinois staff consultants (Dr. Janet Treichel, Mrs. Carol Sanders, and Mr. Charles O. Gordon). All staff members and consultants had had extensive experience in the types of programs, methods, and procedures involved in this project.

University of Illinois project staff for this effort were housed in facilities occupied by the College of Education. All of the University facilities were available to the project staff which greatly facilitated the accomplishment of the project objectives. The resources of particular value to this project included:

- Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project (USOE-funded grant), Dr. J. Marlowe Slater, Project Director, and Dr. Janet Treichel, Principal Investigator
- Bureau of Educational Research, Dr. William McClure, Director
- Center for Instructional Resources and Curriculum Evaluation, Dr. Robert Stake, Director
- Offices for Study of Continuing and Professional Education, Dr. Arden Grotelueschen, Director
- Department of Administration, Higher, and Continuing Education, Dr. Thomas Sergiovanni, Director

Rationale for the Project

The Educational Amendments of 1976, Public Law 94-482, emphasized the importance and need for comprehensive career guidance programs for youth and adults. This major concern came during an era when optimal use of resources was also a high priority goal of school districts. Goal setting and priority determination must be made on the basis of systematic planning in order for existing resources to be used to their fullest.

With career guidance viewed as a continuous, developmental process encompassing every aspect of the school, the guidance and counseling activities cannot be isolated from the basic instructional process of the school. This challenge requires a well-planned approach, and school district personnel wishing to integrate guidance and counseling into all aspects of the school program need to plan systematically in order to achieve this goal.

Education struggles with the criticism that the schools have failed to provide students with the information and experience necessary to equip them to make rational choices about their future plans. One nationwide study of student career development indicated that 85% of the 11th grade students agreed that people should begin career planning before the last year of high school. This was in sharp contrast with their actual experience, for 78% stated that they wanted more help than the schools were giving in considering career plans. Being able to obtain career planning assistance was the major area of concern indicated by students in this study (A Nation-Wide Study of Student Career Development, American College Testing Program, 1973).

Forty-nine percent of the 11th graders stated that their school had given them little or no help with career planning, and 42% of the 11th graders had never even talked with their counselor or a teacher about how their goals, interests, and abilities relate to jobs. In another nationwide study of 11th grade students, 43.2% stated that they had never discussed their plans for after high school with the school counselor (Project TALENT Progress in Education Survey).

The high rate of youth unemployment formed another part of the rationale for systematic programs of career guidance. In July 1977, the youth unemployment rate for those 16-19 years of age was 18.1%, over two and one-half times the national average (Bureau of Labor Statistics, U. S. Department of Labor).

Part of the high youth unemployment may be attributed directly to the schools. Over 75% of those who drop out of school and over 35% of those who graduate received no career guidance from either their school or employment services (Manpower Programs to Reduce Inflation and Unemployment, the Urban Institute). That education must do more to assist individuals with career planning becomes an inescapable conclusion.

Declining student enrollments emphasize another need for systematic planning. With reduced numbers of students a reality, the importance of planning becomes critical and essential in education. In past years not enough attention was given to enrollment projections nor to the most efficient use of educational resources. Today the facts cannot be ignored and educational personnel are being held accountable for what they are providing, who they are providing for, and for the cost of these services.

2

A scanning review of the literature makes it evident that the problems facing education and society today mean that:

1. Comprehensive guidance, counseling, placement and follow-through programs *must reach and assist all individuals in their career development.*
2. Guidance and counseling programs *must be future oriented and concerned with self improvement and program improvement.*
3. Guidance and counseling activities *must be responsive to different lifestyles and socio-economic conditions in society and programs must be flexible in order to provide the greatest good for all individuals.*
4. Educational programs, especially guidance and counseling and vocational education, *must be responsive to needs of all students in order to alleviate the ever-mounting pressures resulting from youth unemployment.*
5. Educational agencies, parents, and the community *must become partners in the successful delivery of educational programs and this requires systematic planning and community participation.*
6. A team approach including educational personnel, parents, and community personnel *must be utilized in planning for the successful design and delivery of guidance, counseling, placement and follow-through programs which meet student needs.*
7. *Methods and materials must be disseminated so full use of educational resources can occur.*
8. Teachers, administrators, counselors, support personnel, parents, and community members *must be trained in the use of planning models and procedures for comprehensive systems of guidance, counseling, placement and follow-through.*
9. Educational programs implemented at the local, state, and national levels *must be rigorously evaluated to insure their applicability and effectiveness in meeting the needs of all students.*

One of the major reasons for such problems has been the lack of planning in designing and delivering educational programs. Programs were allowed to evolve without shared planning, but now guidance and counseling must involve all segments of the

community in planning comprehensive programs that are responsive to student needs.

In recent years a considerable amount of work has been done in the development of components of a comprehensive guidance, counseling, placement and follow-through program. Career planning, follow-through, curriculum-based guidance, needs assessment, placement, sex-fair guidance, and many other components have been the focus of funded projects nationwide. Comprehensive career guidance is concerned with: self concept, role relationships, self development, interpersonal effectiveness skills, decision making, future shock, work attitudes, values clarification, lifestyle values, assessment instruments and self appraisal techniques, computerized career occupational information, individual and group counseling, and much more. Much of career guidance has shifted from a crisis-centered orientation to one of life career development. Some of the personnel responsible for delivering career guidance to students today view their efforts as a "program" rather than as "activities." New methods, skills, and resources are emerging in keeping with the changes taking place in guidance and counseling.

Some efforts have also resulted in planning models for comprehensive programs of guidance, counseling, placement and follow-through. One of the planning models that people throughout the United States are reviewing is the one developed in Illinois during a USOE Part C funded project entitled a Programmatic Approach to Guidance Excellence (PAGE 2).

PAGE 2 Planning Model

The *Programmatic Approach to Guidance Excellence* (PAGE 2) materials were developed to guide the systematic planning of comprehensive kindergarten through adult career guidance programs. With funds provided by the United States Office of Education (USOE), Bureau of Occupational and Adult Education, PAGE 2 project personnel designed and tested an approach that would help local, regional, and state planning committees define and plan a comprehensive career guidance and counseling program.

A planning model is an orderly set of procedures with specific steps for accomplishing tasks necessary for systematic planning. Seven tasks are involved in the actual planning of a career guidance program.

1. Defining, stating and/or ranking *goals* or objectives for the career guidance program.

2. Identifying *needs* as perceived by students, school staff, community/parents, and/or graduates.
3. Identifying *resources* of the school and community available/usable for the career guidance program.
4. Developing *objectives* for the career guidance program, usually by analyzing the goals in relation to the needs and resources.
5. Selecting appropriate *methods* or strategies for meeting these objectives.
6. Explaining/discussing *implementation* of these methods.
7. Procedures of *evaluation*, both ongoing (formative) and concluding (summative).

The PAGE 2 materials emphasize a team approach for planning. A mix of administrators, teachers, counselors, support personnel, parents, and community persons are taken through a team process that begins in Module I (Planning a Career Guidance Program) with an activity designed to illustrate the need for explicit communication between program planners and program implementers.

The activities that follow bring into focus the scope of a comprehensive guidance, counseling, placement, and follow-through program. Participants arrive at a group consensus as to what the career guidance program goals of their district or agency "ought to be" by rating and discussing the following eighteen goals for comprehensive career guidance programs:

1. Understand relationship of curriculum to career planning
2. Understand how economic conditions affect career plans
3. Appreciate community role in career development
4. Understand significance of social systems within work settings
5. Acquire a sense of independence
6. Develop decision-making skills
7. Develop skills to cope with a changing work world
8. Develop awareness of preferred lifestyles
9. Acquire effective interpersonal skills
10. Understand and appreciate the discipline of work
11. Develop career planning skills
12. Implement educational and job placement goals

13. Appreciate parental role in career development
14. Develop a positive self concept
15. Locate and use sources of occupational information
16. Develop positive attitudes toward work
17. Develop values clarification skills
18. Value human dignity

The steps to obtain group consensus begin with individuals rating each of the eighteen career guidance goals on a 0 - 5 (low to high) point scale. Groups of four to seven individuals are then formed. Each group arrives at a group total point value for each goal. The group consensus point values for each goal are then totaled and the totals ranked in priority order with the highest total being goal one and so forth.

Activities systematically move participants from basic concepts to more sophisticated levels of planning. After describing what they want to accomplish (goal setting), participants identify those parts of a career guidance program that are already in operation. Judgments are made about the effectiveness of these program components and the discrepancies between what "ought to be" and "what is" are identified.

The assessment information is used to establish priorities for program implementation, to select three of the goals that have been identified as high priority needs, and to write a rationale requesting administrative support for efforts in these areas.

Next, participants identify the steps needed to implement the three selected goals, assign responsibility to individuals for each step, estimate the costs, and describe the outcomes they expect to result from each effort. Then initial planning for the evaluation of a career guidance program is conducted.

Module II provides an opportunity for discussion of implementation approaches for a curriculum-based career guidance program. Activities include the application of a separate class, infusion, career center, and various combinations of these approaches to a school setting.

Module III concentrates on planning and implementing a job placement program. Following the planning procedures established in the first module, the participants are provided information and activities for understanding the scope of job placement programs, organizational patterns, and trends occurring in job placement.

The instructional modules lend themselves to modification which meet the needs of a variety of groups. Designed for maximum flexibility, the materials are appropriate for both preservice and inservice instruction in teacher education, administration, vocational education, and counselor education programs.

The instructional resource package consists of the following items:

- 1 Facilitator's Handbook
- 28 Planning Boards
- 28 Career Guidance Goals Card Sort Decks
- 28 Sets of Career Guidance Goal Statements
- 28 Sets of Markers
- 7 Sets of Job Placement Objectives
- 2 Group Activities Emphasizing the Team Approach in Planning
- 1 Technical Report

Recognizing the value of the PAGE 2 materials, the demand and potential for them nationwide, and the need to disseminate a greater number of resource packages, Dr. Ronald McCage, Manager of the Research and Development Section, Illinois Department of Adult, Vocational and Technical Education, and Dr. Janet Treichel discussed the possibility of a funded effort which would provide for such dissemination and initiate an extensive staff development program in Illinois.

Reproduction and dissemination of the PAGE 2 planning model accompanied by an extensive program of staff development throughout the state:

1. Demonstrates Illinois' strong commitment to the importance and need for comprehensive career guidance programs for youth and adults.
2. Helps educational agencies throughout Illinois operate comprehensive guidance and counseling programs at maximum efficiency through systematic planning.
3. Demonstrates Illinois' concern for dissemination of (a) materials which have been developed and tested and (b) materials described by vocational education and guidance and counseling leaders as "materials which are practical, relevant, high quality, and . . . strengthen guidance and counseling programs."

ACCOMPLISHMENTS DURING THE FUNDED PERIOD

Selected accomplishments during the course of the project will be listed here, and others will be cited in other sections of the report.

After some minor revisions, 500 sets of the PAGE 2 materials were reproduced. Three hundred and sixty sets were delivered to the Curriculum Publications Clearinghouse at Western Illinois University to be sold on a cost-recovery basis. One hundred and forty sets were used and/or disseminated by the project staff during the funding period. Two training sessions were held for PAGE 2 facilitators, and 30 persons participated in the workshops. A brochure describing the PAGE 2 materials was developed, and 6,500 of them were distributed to interested groups, schools, organizations, and individuals in Illinois and throughout the nation. During the five completed PAGE 2 workshops in local school districts in Illinois, a total of 115 persons participated in planning comprehensive career guidance programs for the students in their districts. Of this total 90 elected to complete the staff development course offered by the University of Illinois in conjunction with the workshops. Six other individuals also completed the course. Numerous presentations were made by the project staff throughout the various regions of the state including West Vienna in the south, Grayslake in the north, Clay City in the east, and Galesburg in the west. The project should have an impact on both numbers of people reached and by geographic areas of the state.

Objectives and Degree of Accomplishment

The proposal identified the objectives to be achieved during the two phases of the project. The objectives of the project included:

OBJECTIVE 1

- Make needed revisions and reproduce 500 copies of a previously developed and tested planning model for comprehensive systems of guidance, counseling, placement and follow-through--A Programmatic Approach to Guidance Excellence (PAGE 2).

This objective was completed. The minor revisions to the PAGE 2 materials were made by the staff in early March and early April 1978. A camera-ready copy of the materials was made available for bid specifications. The bid from Kowa Graphics, Inc., 510 North Hickory Street, Champaign, Illinois 61820, was accepted on May 17, 1978. All printing details were completed and the 500 sets of the PAGE 2 materials were delivered on August 28, 1978.

OBJECTIVE 2

- Disseminate copies of the Programmatic Approach to Guidance Excellence planning model to educational institutions and agencies for staff development.

Three copies of the PAGE 2 materials were provided to each of the 19 career guidance centers in Illinois. Other sets were disseminated during the course of the project, and specific details are discussed in the section entitled "Dissemination Activities." Arrangements were made with the Clearinghouse at Western Illinois University for the dissemination of 360 sets. Orders and inquiries about the materials can be sent to the Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois 61455 or by telephoning (800) 322-3905.

OBJECTIVE 3

- Train a minimum of one facilitator in each of the 19 career guidance centers in Illinois to instruct staff and personnel in school districts in their service region in the use of a planning model for comprehensive systems of guidance, counseling, placement and follow-through.

A training session was held on May 31, June 1, and June 2, 1978, for PAGE 2 facilitators at the University Inn in Champaign, Illinois. Twenty facilitators received training and all but one of the 19 regional career guidance centers had a representative at the workshop.

On February 15-16, 1979, a second PAGE 2 facilitators' training session was held at the Holiday Inn in Urbana. Ten persons attended while six others had to cancel due to inclement weather.

OBJECTIVE 4

- Prepare educational and community personnel in the State of Illinois in the use of guidance and counseling planning tools.

Completed PAGE 2 workshops as scheduled by the directors of the career guidance centers included the workshops at Ramsey and Flora in Region 13, the workshop at Shelbyville in Region 12, and the workshops in Lake Zurich and Mundelein in Region 3.

OBJECTIVE 5

- Prepare a variety of personnel (teachers, counselors, administrators, community persons, and other support personnel) in the use of guidance and counseling tools.

A total of 115 persons participated in the PAGE 2 workshops. Of the 115 persons involved in the completed workshops, 90 or 78% of the group elected to enroll in the staff development course VoTec E451 offered through the University of Illinois in conjunction with the workshops. An additional six persons who had completed Module I enrolled for the class section at Mundelein making a grand total of 96 individuals who registered for the staff development course.

OBJECTIVE 6

- Profile, through a case-study approach, a career guidance planning model.

The project developers envisioned that, ideally, the directors of the career guidance centers might complete two PAGE 2 workshops in each region. For various reasons this could not be accomplished. Two follow-up studies with significant implications for planners were profiled and appear in this report rather than as a separate document.

OBJECTIVE 7

- Demonstrate how planning models can be adapted to fit local school system needs in Illinois.

Though the number of fully completed workshops were limited, the data and evaluations returned tend to support the thesis that the PAGE 2 planning model can be tailored to fit the needs of local school systems.

OBJECTIVE 8

- Evaluate the effectiveness of a guidance and counseling planning model in a variety of school system settings in Illinois.

Two examples are provided in this report as to the effectiveness of a guidance and counseling planning model in Illinois school systems. The two depicted, however, have differing characteristics making them illustrative and contrasting studies.

Major Activities and Events

Several of the major activities and events are given special emphasis in the various sections of the report, and they need not be reiterated here except to indicate that they included:

1. Revising and reproducing 500 sets of the PAGE 2 materials.
2. Offering two PAGE 2 training sessions.
3. Providing four sections of the graduate level staff development course.
4. Developing a PAGE 2 brochure and distributing 6,500 copies to interested parties.
5. Compiling data received from five local school district PAGE 2 workshops.
6. Conducting follow-up studies.
7. Disseminating PAGE 2 materials.

Numerous presentations by members of the project staff were made to groups throughout the state including Annawan, Carlinville, Champaign, Chicago, Decatur, Flora, Galesburg, Gibson City, Grayslake, Lake Zurich, Mundelein, Peoria, Ramsey, River Grove, Shelbyville, Springfield, Urbana, and West Vienna. Dr. Janet Treichel and Mrs. Carol Sanders made presentations relating to the PAGE 2 materials at the American Vocational Association convention in Dallas, Texas, and at the annual meeting of the American Personnel and Guidance Association in Las Vegas, Nevada. (State funds were not used for out-of-state travel.)

Members of the staff were also afforded the opportunity to provide PAGE 2 information sessions for groups meeting at the Illinois Office of Education in Springfield. These groups included the Program Service Teams, Occupational Consultant Unit staff, the University Liaison Council, and members of the Educational Improvement Centers.

Two inservice programs pertaining to the uses of the PAGE 2 materials were provided for approximately 54 members of the faculty and graduate students in the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign.

PAGE 2 Training Sessions

During the phases of the project, two training sessions were provided for persons interested in becoming PAGE 2 facilitators. The first one was designed to provide training for individuals from the newly organized 19 regional career guidance centers in Illinois. It was held on May 31, June 1, and June 2, 1978 at the University Inn in Champaign. Twenty persons including 13 men and 7 women participated in the workshop. There were representatives from all of the career guidance centers with the exception of the center located in Region 15. Training was provided by Dr. Janet Treichel, Dr. Marla Peterson, and Mrs. Carol Sanders.

A second training session was held at the Holiday Inn in Urbana on February 15-16, 1979 as a result of an expressed interest by individuals from various areas of the state. Ten persons including 5 men and 5 women attended the workshop. Six additional women planned to attend but had to cancel due to inclement weather. Trainers for the group at the second session were Dr. Janet Treichel, Mrs. Carol Sanders, and Mrs. Marilyn Van De Mark.

It should be noted that while the training sessions provide facilitators with the insights and technical expertise to conduct successful PAGE 2 workshops the materials are so well organized that an individual can study the Facilitator's Handbook and become a facilitator without formal training. Another learning technique is to observe a PAGE 2 workshop. An individual from a neighboring state attended the PAGE 2 workshop in Flora as an observer, returned to her state, and conducted three workshops.

Participants in the PAGE 2 training sessions were provided with sets of the PAGE 2 materials. Along with the Facilitator's Handbook, each of them were given an additional loose-leaf notebook describing some of the procedures, strategies, and evaluation techniques used in successful PAGE 2 workshops.

On the following pages are

- Brief program copies of the training session schedules
- Lists of the participants
- A map of Illinois indicating the locations of the administrative agencies for the career guidance centers
- Background information about the resource persons who served as presenters of the PAGE 2 materials.

IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS
OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

PAGE 2 TRAINING SESSION SCHEDULE

MAY 31 - JUNE 2, 1978

UNIVERSITY INN--CHAMPAIGN, ILLINOIS

Wednesday, May 31

- 10:00 a.m. - 12:00 noon Opening Session--Welcome, Introductions, and Project Overview--
Charles Gordon, Marla Peterson, Marlowe Slater, and Jan Treichel
- 12:00 noon - 1:30 p.m. Lunch Break
- 1:30 p.m. - 2:45 p.m. PAGE 2--Module I - Planning a Career Guidance Program--*Marla Peterson and Carol Sanders*
- 2:45 p.m. - 3:00 p.m. Coffee/Coke Break
- 3:00 p.m. - 5:00 p.m. PAGE 2--Module I (Continued)--*Marla Peterson and Jan Treichel*

Thursday, June 1

- 8:30 a.m. - 10:15 a.m. PAGE 2--Module I (Continued)--*Marla Peterson and Carol Sanders*
- 10:15 a.m. - 10:45 a.m. Break
- 10:45 a.m. - 11:15 a.m. PAGE 2--Module I (Continued)--*Marla Peterson*
- 11:15 a.m. - 12:00 noon PAGE 2--Module II - Implementation Approaches for a Curriculum-
Based Career Guidance Program--*Carol Sanders*
- 12:00 noon - 1:30 p.m. Lunch Break
- 1:30 p.m. - 3:15 p.m. PAGE 2--Module III - Planning a Job Placement Program--*Marla Peterson and Jan Treichel*
- 3:15 p.m. - 3:30 p.m. Coffee/Coke Break
- 3:30 p.m. - 4:00 p.m. Time Schedule Formats for Workshops--*Carol Sanders*
- 4:00 p.m. - 5:00 p.m. Facilitator Procedures, Strategies, and Evaluation--*Charles Gordon, Marlowe Slater, and Jan Treichel*

Friday, June 2

- 8:30 a.m. - 10:00 a.m. Facilitator Procedures, Strategies, and Evaluation (Continued)--
Charles Gordon, Marlowe Slater, and Jan Treichel
- 10:00 a.m. - 10:30 a.m. Break
- 10:30 a.m. - 12:30 p.m. Facilitator Procedures, Strategies, and Evaluation (Continued)--
Charles Gordon, Marlowe Slater, and Jan Treichel

IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS
OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

PAGE 2 TRAINING SESSION SCHEDULE

FEBRUARY 15-16, 1979

HOLIDAY INN--URBANA, ILLINOIS

Thursday, February 15

- 10:30 a.m. - 11:00 a.m. Introductions and Project Overview--*Charles Gordon and Marlowe Slater*
- 11:00 a.m. - 12:15 p.m. PAGE 2--Module I - Planning a Career Guidance Program--*Jan Treichel, Carol Sanders, and Marilyn Van De Mark*
- 12:30 p.m. - 1:30 p.m. Luncheon (at Holiday Inn--Order from Menu--Persons pay for their own lunch)
- 1:45 p.m. - 3:30 p.m. PAGE 2--Module I (Continued)--*Jan Treichel, Carol Sanders, and Marilyn Van De Mark*
- 3:30 p.m. - 3:45 p.m. Coffee/Coke Break
- 3:45 p.m. - 5:45 p.m. PAGE 2--Module I (Continued)--*Jan Treichel, Carol Sanders, and Marilyn Van De Mark*

Friday, February 16

- 8:30 a.m. - 9:15 a.m. PAGE 2--Module II - Implementation Approaches for a Curriculum-Based Career Guidance Program--*Jan Treichel*
- 9:15 a.m. - 10:45 a.m. PAGE 2--Module III - Planning a Job Placement Program--*Marilyn Van De Mark*
- 10:45 a.m. - 11:00 a.m. Coffee/Coke Break
- 11:00 a.m. - 12:30 p.m. Time Schedule Formats; Facilitator Procedures, Strategies, and Evaluation--*Jan Treichel, Marilyn Van De Mark, and Marlowe Slater*
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Presenters of the PAGE 2 materials:

Dr. Janet Treichel
Department of Vocational
and Technical Education
University of Illinois at
Urbana-Champaign
Urbana, Illinois 61801

Mrs. Carol Sanders
Center for Educational Studies
College of Education
Buzzerd Education Building
Eastern Illinois University
Charleston, Illinois 61920

Ms. Marilyn Van De Mark
Guidance Counselor
Lake Zurich High School
300 Church Street
Lake Zurich, Illinois 60047

IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS
OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

PAGE 2 TRAINING SESSION SCHEDULE

MAY 31 - JUNE 2, 1978

UNIVERSITY INN--CHAMPAIGN, ILLINOIS

WORKSHOP PARTICIPANTS

Mr. Roger Kreuzer, Director
Region 1 Career Guidance Center
Highland Community College
Pearl City Road
Freeport, Illinois 61032
(815) 235-6121

Mr. John Henard, Director
Region 2 Career Guidance Center
Courthouse - Room 712
400 West State Street
Rockford, Illinois 61101
(815) 987-3060

Mr. Gerome Gudauskas, Director
Region 3 Career Guidance Center
Lake County Area Vocational Center
19525 West Washington
Grayslake, Illinois 60030
(312) 223-6686

Ms. Marilyn Van De Mark, Representative
Region 3 Career Guidance Center
Lake Zurich High School
Lake Zurich, Illinois 60047
(312) 438-5155

Ms. Lynn Ring, Representative
Region 4 Career Guidance Center
Kishwaukee College
Malta, Illinois 60150
(815) 825-2086

Mr. Nick Head, Director
Region 5 Career Guidance Center
Nash School
Fifth and Madison Streets
Oregon, Illinois 61061
(815) 732-3389

Mr. Bruce Moncrief, Director
Region 6 Career Guidance Center
College of DuPage
22nd Street and Lambert Road
Glen Ellyn, Illinois 60137
(312) 858-2800

Mr. Edward Yonkus, Director
Region 7 Career Guidance Center
Triton College
2000 Fifth Avenue
River Grove, Illinois 60171
(312) 456-4550

Ms. Bobbie Bradley, Director
Region 8 Career Guidance Center
Chicago City-Wide College
185 North Wabash Avenue
Chicago, Illinois 60601
(312) 977-2596

Ms. Diane Kjos, Director
Region 9 Career Guidance Center
Thornton Community College
15800 South State Street
South Holland, Illinois 60473
(312) 596-2000

Mr. Andy Mihelich, Director
Region 10 Career Guidance Center
Joliet Junior College
1216 Houbolt Avenue
Joliet, Illinois 60436
(815) 729-9020

Mr. David Belsheim, Coordinator
Region 11 Career Guidance Center
Trading Post Building, Room 202
304 North Maple Street
Urbana, Illinois 61801

Mr. Jerry Zachary, Director
Region 12 Career Guidance Center
Learning Resource Center
Lake Land College
Mattoon, Illinois 61938
(217) 235-3131

Ms. Sharon Full, Representative
Region 13 Career Guidance Center
Southeastern Illinois Career Center
114 East Washington Avenue
Flora, Illinois 62839

Mr. Don Wayne Davis, Manager
Region 14 Career Guidance Center
Alexander-Pulaski Vocational Center
Second and Washington Streets
Tamm, Illinois 62988
(618) 747-2703

Mr. Rick Jouett, Director
Region 16 Career Guidance Center
Lewis and Clark Community College
5800 Godfrey Road
Godfrey, Illinois 62035
(618) 466-3411

Ms. Millicent McAfoos
Region 16 Career Guidance Center
Lewis and Clark Community College
5800 Godfrey Road
Godfrey, Illinois 62035
(618) 466-3411

Mr. George Bertolino, Director
Region 17 Career Guidance Center
Educational Service Region
McDonough County
130 1/2 South Lafayette
Macomb, Illinois 61455
(309) 837-4821

Mr. Charles Randle
Region 18 Career Guidance Center
Illinois Central College
East Peoria, Illinois 61635
(309) 694-5296

Ms. Beth Hurst
Region 19 Career Guidance Center
Carl Sandburg College
S. Lake Storey Road
Galesburg, Illinois 61401
(309) 344-3631

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Presenters of the PAGE 2 materials:

Dr. Janet Treichel
Department of Vocational
and Technical Education
University of Illinois at
Urbana-Champaign
Urbana, Illinois 61801

Mrs. Carol Sanders
Center for Educational Studies
College of Education
Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920

Dr. Marla Peterson, Director
ERIC Clearinghouse for Adult
Career, and Vocational Edu-
cation
National Center for Research
in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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IMPLEMENTATION OF SYSTEMATIC PLANNING FOR COMPREHENSIVE PROGRAMS
OF GUIDANCE, COUNSELING, PLACEMENT AND FOLLOW-THROUGH IN ILLINOIS

FEBRUARY 15-16, 1979

HOLIDAY INN--URBANA, ILLINOIS

WORKSHOP PARTICIPANTS

Ms. Lynn K. Cahill
Career Counselor
Dwight Correctional Center
Box 224
Dwight, Illinois 60402

Mr. Mike Cremeens
Career Development Coordinator
Vienna Correctional Center
Vienna, Illinois 62995

Mr. Paul W. Junkroski
CWT Coordinator
West Chicago High School
326 Joliet Road
West Chicago, IL 60185

Ms. Sharon Moone-Jochums
Career Planning Instructor
Vienna Correctional Center
Vienna, Illinois 62995

Mr. Lynn Troute
Consultant
Guidance and Occupational Information
Department of Adult, Vocational and
Technical Education
Illinois Office of Education
100 N. First Street
Springfield, Illinois 62777

Ms. Jane K. Falls
Dean/Counselor
Mundelein High School
1350 W. Hawley
Mundelein, Illinois 60060

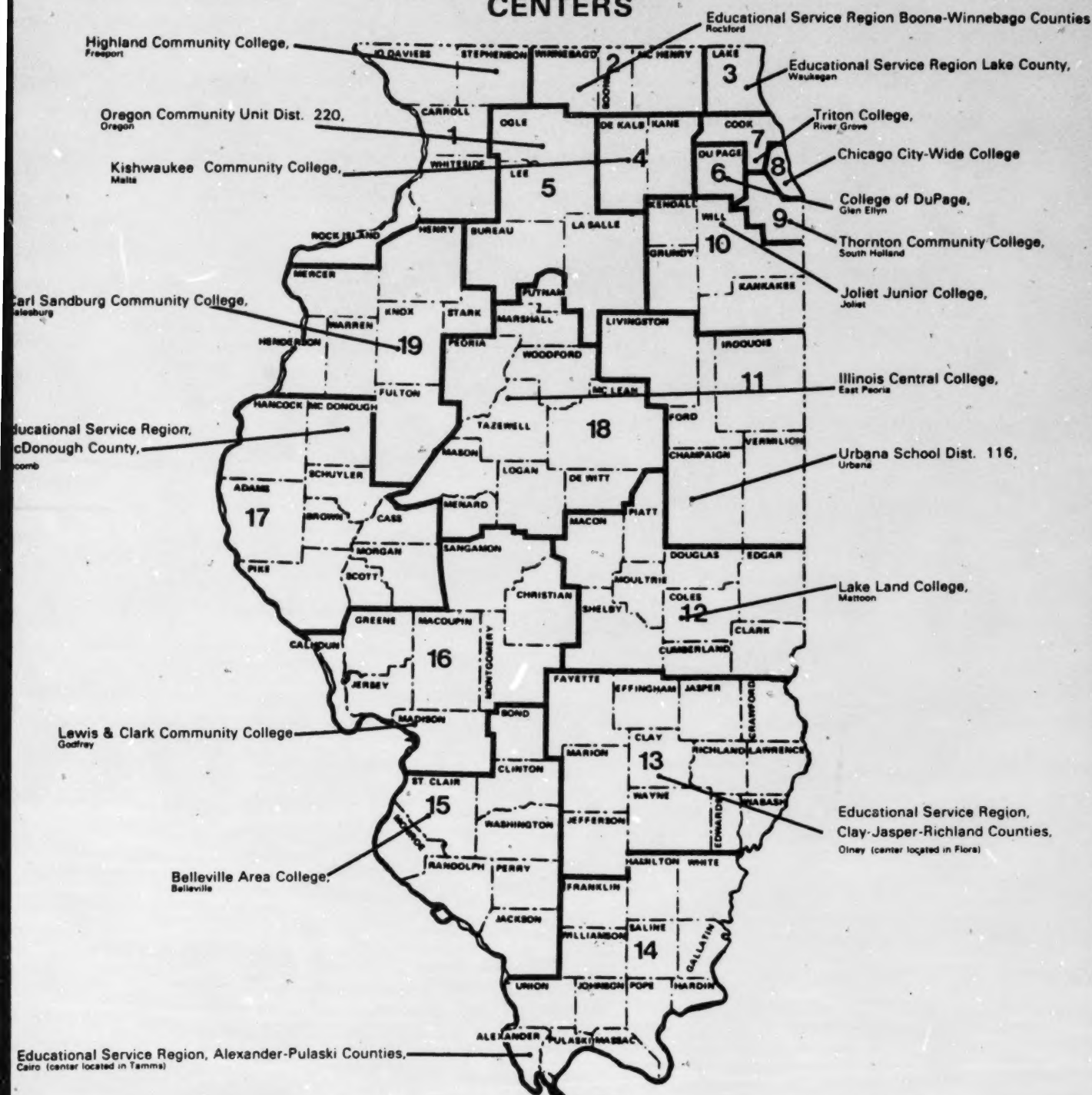
Mr. Don Hanratty
Administrator
Department of Adult, Vocational and
Technical Education
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777

Mr. James Polo
Career Advisor
185 North Wabash
Room 800
Chicago, Illinois 60601

Ms. Gail Rinkenberger
Graduate Assistant
Department of Vocational and
Technical Education
University of Illinois at
Urbana-Champaign
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Ms. Carolyn Zimmerman
Career Planning Instructor
Vienna Correctional Center
Vienna, Illinois 62995

ADMINISTRATIVE AGENCIES FOR CAREER GUIDANCE CENTERS



FEBRUARY 1978

Resource Persons for the PAGE 2 Training Sessions

The resource persons who served as presenters of the PAGE 2 materials to the group at the Facilitators' Training Session on May 31, June 1, and June 2, 1978, included Dr. Marla Peterson and Dr. Janet Treichel (co-directors of the USOE-funded project in which the PAGE 2 materials were developed) and Ms. Carol Sanders who helped field test the PAGE 2 model. When Dr. Peterson could not assist at the second training session, Ms. Marilyn Van De Mark served as a resource person. A brief vita for each of them is included in this section of the report.

Dr. Janet Treichel, Assistant Professor, Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign, 805 West Pennsylvania Avenue, Urbana, Illinois, has extensive background and experience in research project work and management. Her doctoral thesis was written on the subject of staff development for career guidance. She is the principal investigator for the project entitled *Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through* funded by the Bureau of Occupational and Adult Education, United States Office of Education.

During the development of the PAGE 2 (Programmatic Approach to Guidance Excellence) materials, Dr. Treichel served initially as associate director for the project and then became director of the USOE-funded project. She has organized and chaired several workshops and national seminars concerning the PAGE 2 materials.

Dr. Marla Peterson, Associate Director for Resource Development, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio, is widely known for her knowledge relative to vocational education, guidance and counseling, and the area of dissemination. She served as one of the project directors for the PAGE 2 Project and authored and directed other funded proposals for research and development projects.

Dr. Peterson has taught, written numerous articles, and made many presentations at national meetings relating to career education.

Mrs. Carol Sanders, Director, Experience Based Career Education (EBCE) Project, Room 210 Buzzard Education Building, Eastern Illinois University, Charleston, Illinois, has an extensive background in research projects and has served as a consultant to a

number of DAVTE-funded projects. Mrs. Sanders conducted the original field testing of the PAGE 2 materials, and she worked with Dr. Peterson and Dr. Treichel during PAGE 2 seminars at several national conventions. Her knowledge and expertise in the area of career education and staff development has been enhanced by the numerous presentations she has conducted on state and national levels. In January 1979, she joined the ISP Project staff as a graduate assistant.

Ms. Marilyn Van De Mark, Vocational Director, School District #95 in Lake Zurich, attended the PAGE 2 training session in Champaign on May 31 - June 2, 1978. She had been identified by the director of the career guidance center in Region 3 as an individual who possessed the facilitative skills required for successful workshop presentations. She conducted a PAGE 2 workshop in her school district and later served as a consultant for the ISP Project. She served as a presenter at the PAGE 2 training session held in Urbana on February 15-16, 1979.

Special Problems Encountered

Everyone who has been associated with project management recognizes that unexpected problems can arise at various intervals throughout the course of the project. Perhaps this challenging and frustrating facet of a project should be counted as a given in the bringing of a project to conclusion. This does mean that the staff must continually assess the status of the project and be prepared to take remedial and/or alternative steps or measures.

Three special problems were encountered by the project staff, and they are mentioned here because the lessons learned by the staff may be beneficial to other project developers and planners.

1. Dependence on the actions of individuals voluntarily completing essential segments of a project can result in diminishing the expectations and value of a project.

In theory the developers of the ISP Project designed a model program utilizing the expertise and resources of the University of Illinois and the offices of the directors of the career guidance centers. This seemed to be a ready-made alliance that would

have impact throughout the state and be useful in the dissemination of meaningful, field-tested career guidance materials. Furthermore, the project was to aid the directors in fulfilling their functions which included:

- Assistance in developing quality career guidance and counseling programs
- Assistance in providing educational and job placement services
- Assistance in working with the unique career guidance needs of youth and adult offenders, limited English-speaking persons, and out-of-school persons
- Assistance in recognizing the changing work patterns of women and effectively overcoming sex role stereotyping
- Providing leadership for career guidance programs at the local level

In essence monies were provided in the project budget for the directors of the career guidance centers or someone identified by them to receive training as PAGE 2 facilitators and to conduct local school district PAGE 2 workshops in their regions. All follow-up studies would be made by the project staff.

In practice this integral part of the project was not fulfilled as anticipated even though 18 of the 19 centers had individuals participate in the PAGE 2 Facilitators' Training Session and each center received three sets of the PAGE 2 materials. Fully completed workshops were conducted only in Regions 3, 12, and 13 even though many of the other directors reported some uses of the materials. It should be noted that the director in Region 3 sent an individual to each of the two training sessions and both of them later completed PAGE 2 workshops. The reasons why many of the directors were unable to complete more of their obligation to the project is difficult to assess, but it is clear that they felt a time press in their new positions and placed their priorities in other places even though they had been written into the ISP Project just as the centers were

being organized. It had been an assumption of the project staff that the PAGE 2 activities would provide them with visibility in their regions in useful and meaningful ways. For project developers there is a need to develop strategies to do all they can in a practical manner to ensure that essential tasks of the project will be completed by the persons assigned responsibility for them. For those in Research and Development approving monies for projects, there is a genuine need to support approved projects by communicating clearly the obligations others may have to a project, especially to those over whom they have some relationship and control.

2. Clear, concise communication at all levels, both horizontally and vertically, is vital in the management of a complex project which is people-oriented.

This tenet of project management may seem so obvious that it can be easily overlooked. But there is no surer way of crippling a project than to have a communication breakdown among the parties involved in a project. Without constant reappraisal of the status of the ICP Project, the staff would have had the continuity of the project broken and could have had little to report other than a series of failures and frustrations. Without going into specific detail, this is to say that when projects are devised in such a manner that there is clear understanding about the roles of all parties concerned, it will greatly enhance the likelihood of success in meeting the goals of the project.

3. Dissemination of meaningful, field-tested materials is pretty much a hit and miss affair with trial and error tactics being utilized to contact the appropriate persons who can help schools and agencies use the new materials.

When the ISP Project staff discovered that the PAGE 2 materials were not being as widely disseminated as anticipated by the directors of the career guidance centers, the staff explored other ways of disseminating the materials to appropriate audiences. Members of the staff made numerous presentations, mailed out letters and brochures, and visited with the director of the Curriculum Publications Clearinghouse at Western Illinois University about ways to promote the PAGE 2 materials. We have learned that disseminating the right materials to the right persons is a problem which needs additional research.

DISSEMINATION ACTIVITIES

Following one of the principles established early in the project, the staff met on October 31, 1978 to review the status of the project and the dissemination of the PAGE 2 materials. Data and feedback from the local school district PAGE 2 workshops and from the staff development course indicated positive responses to PAGE 2 and its use in planning comprehensive career guidance programs. But at the same time it was becoming apparent that not many workshops were being planned through the auspices of the career guidance centers, nor was there much information coming in that indicated the PAGE 2 materials were being disseminated very widely or being made known to the persons who could utilize them in profitable ways.

Tactics of Dissemination

Since there seemed to be no proven methods of disseminating new, field-tested materials, the staff decided to seek an early meeting with the manager of the Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois Office of Education, and our contract administrator. This meeting was held in Springfield on November 13, 1978, and the staff outlined several strategies for disseminating the PAGE 2 materials because of their proven worth in planning career guidance programs. This need for planning continues to be an area of major concern as reported by the teams conducting The Three Phase System for Statewide Evaluation of Occupational Education Programs for local school districts in Illinois. From out of this productive meeting came the decision to proceed quickly with the development of a PAGE 2 brochure that would claim the attention of readers and describe the purposes and uses of the materials. It was further agreed that the staff would begin to make mailings to selected

groups where mailing addresses could be obtained and to promote the PAGE 2 resource packages. At subsequent meetings, arrangements were made through our contract administrator to make information presentations to appropriate groups and organizations and to meet with Gene Miller at the Curriculum Publications Clearinghouse about marketing the PAGE 2 sets of materials.

This plan of action was not intended in any way to circumvent the directors of the career guidance centers but to supplement their activities for it had become apparent that they were busily engaged in the many missions they were and are expected to fulfill.

Eighty-eight letters were sent in the staff's initial mailing to schools undergoing The Three Phase System for Statewide Evaluation of Occupational Education Programs during the period January through May, 1979, and thirty-one requests for more information were received by the staff. At their meeting in February 1979, the directors of the career guidance centers requested that the information be sent to them for the follow-up assistance that was requested and this information was sent.

On the following pages are listed the major presentations made by members of the project staff, the dissemination of the 500 sets of PAGE 2 materials, and the distribution of the PAGE 2 brochures.

Recipients of Dissemination Activities

Several of the presentations made by members of the project included the special groups advising, consulting, and working with school personnel such as the Program Service Teams, the Occupational Consultant Unit, the University Liaison Council, and representatives from the Educational Improvement Centers.

An introduction and overview of the PAGE 2 materials was made at the Center for Urban Education in Chicago for the Field Coordinators responsible for the guidance programs for students in the Chicago schools. This meeting led to an invitation to make two presentations for the guidance personnel in Chicago at their meeting in the Conrad Hilton Hotel on June 6 and 7, 1979.

Dissemination of the 500 Sets of PAGE 2 Materials

--Sets delivered to the Curriculum Publications Clearinghouse at Western Illinois University	360
--Sets provided to the directors of the 19 Regional Career Guidance Centers (19 x 3).	57
--Sets provided to the field coordinators responsible for guidance programs for all the students in the Chicago Public Schools.	17
--Sets provided to participants in the second PAGE 2 training session	8
--Sets provided to members of the University Liaison Council for their universities.	8
--Set provided to Dr. Barbara Core for use in staff development work.	1
--Set provided to Ms. Rosa Brown, Coordinator of Career Guidance and Counseling, Leon District Schools, Tallahassee, Florida	1
--Set provided to Dr. Marla Peterson, Director, ERIC Clearinghouse on Adult, Career, and Vocational Education, National Center for Research in Vocational Education, The Ohio State University	1
--Set provided to the Decatur Area Vocational Center.	1
--Sets provided to educational personnel for use in Ireland	2
--Set mailed to Guidance Counselor in Cottonport, Louisiana	1
--Set used and given to guidance counselor at the APGA meeting.	1
--Sets provided to DAVTE with copies of final reports	2
--Sets provided to the Educational Improvement Centers.	7
--Sets used for demonstration purposes.	8
--Sets on hand at the University of Illinois.	25
TOTAL SETS	500

Distribution of PAGE 2 Brochures

--Copies to Illinois Vocational Association Annual Convention	50
--Copies to Occupational Consultant Unit (AVTE)	25
--Copies mailed to Career Guidance Center Directors (19 x 25)	475
--Copies to Research and Development Unit (AVTE).	100
--Copies mailed to the Curriculum Publications Clearinghouse.	25
--Copies for the National Business Education Association Convention	150
--Copies to Bobbie Bradley, Director of Career Guidance Center, Region 8, for Chicago meeting	75

--Copies to The National Center for Research in Vocational Education.	250
--Copies mailed to Program Services Team members.	52
--Copies for Illinois inquiries from individuals.	31
--Copies for nationwide inquiries from individuals.	16
--Copies to Ireland	1
--Copies provided for Clay City presentation.	25
--Copies to University Liaison Council meeting.	15
--Copies to Norton Friedman (Chicago)	5
--Copies mailed to University Liaison Council members	30
--Copies mailed to Vocational Group	207
--Copies to Jerry Gudauskas, Director of Career Guidance Center, Region 3	100
--Copies for University Liaison Council members	350
--Copies to Chicago Field Coordinators meeting.	173
--Copies delivered to Gene Miller for Clearinghouse use	200
--Copies to members of the Educational Improvement Centers.	75
--Copies to Chicago for meeting of guidance counselors.	200
--Copies to Carol Ritz for Ohio State-Wide Conference on Career Education and career guidance workshops	300
--Copies to state career education coordinators (59 x 5).	295
--Copies to AVA Guidance Division Policy Committee.	20

STAFF DEVELOPMENT ACTIVITIES

The directors of the career guidance centers completed a questionnaire as requested by the project staff in February and they indicated a variety of uses made of the PAGE 2 materials in staff development activities. Portions of the materials were utilized for inservice programs with teachers, for counselors, and for other groups concerned about planning educational programs for students. Members of the project staff were requested to provide inservice programs for a meeting of the counselors in Region 14 at West Vienna, for teachers in Clay City, and for the superintendents in Knox County at their meeting in Galesburg. The staff also provided inservice programs on two occasions to members of the faculty and to graduate students in the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign.

The planned staff development activities provided throughout the time frame of the project revolved around the graduate course VoTec E451 as it was made available to participants in the local school district PAGE 2 workshops.

The VoTec E451 Course

Arrangements were made at the University of Illinois at Urbana-Champaign by the project director for the individuals participating in the ISP Project workshop to have an opportunity of earning one unit of graduate credit by completing the VoTec E451 course. Participation in the regional ISP workshops counted as the 16 hours of the laboratory phase of the course, and the individuals could elect to register for VoTec E451 and complete the 16 hours of lecture-discussion portion of the class.

Description of the Course

VoTec E451: Directing Personnel Development in Vocational, Technical and Practical Arts Education

This course considers the role and function of a vocational administrator with responsibility for staff development in schools, hospitals, law enforcement agencies, business, industry, etc. The general objective is to prepare students to use a systematic approach to staff development.

Prerequisite: A Baccalaureate Degree

Credit: One unit (4 semester hours)

Tuition Fee: \$104.00

Text Used: Bishop, L. J. Staff Development and Instructional Improvement, Allyn and Bacon, 1976 (Price: \$16.75)

Instructor: Professor J. Marlowe Slater

Initially, three sections of the course were to be offered at three different sites in the state in order to keep commuting distance for the students to a minimum. Due to interest in the class and the demand for it, four sections of the class were offered during the period of September 1978 through June 1979.

Summary of the Four Sections of the Class

<u>VoTec E451</u>	<u>Meeting Site</u>	<u>No. Enrolled</u>	<u>Instructor</u>
Section A	Shelbyville	24	Dr. J. Marlowe Slater
Section B	Flora	25	Dr. J. Marlowe Slater
Section C	Lake Zurich	27	Dr. J. Marlowe Slater
Section D	Mundelein	20	Dr. J. Marlowe Slater

Shelbyville Class Participants

Cathy Ruwe Anderson	Donald R. Full	Mary Elizabeth Land
Pat Burns	Sharon Full	Judy Reimer
Robert W. Burton	Doris Haney	Marie Stretch
Margaret L. Carroll	Kent Harden	Judy Townsend
Andrew Cichalewski	Forrest R. Hardin	Glendel Max Ward
Tom Dunn	Helen C. Harless	Nancy Wilhelm
Mary Anna Freeland	Ellen Hogge	Rick Woolverton
Sue Roberts	Cheryl L. Staff	Jeannie Thiele

Flora Class Participants

Linda Brissenden	Ron W. Kolar	Virginia Elaine Shaw
Lucy Burgess	Louise I. Kraft	June Smith
Mary Jane Carrell	Steven Lee	Jane Snyder
George Dudley	Larry Pulver	Lyndal Stanley
Susan Dudley	Peggy Ripperdan	C. Ann Steinmetz
Nikki Duke	Cinda Schmidt	Nancy Stringer
Beverly Elving	Marilyn Seelman	Donna Venable
Ellen L. Erwin	Phyllis Seelman	Dale Wagner
Norman G. Keorner		

Lake Zurich Class Participants

Donna C. Coninx	Mrs. Diane Leith	Mary Skogman
Elizabeth (Betty) Foulkes	Sally Lubeno	Charlotte Smith
Patricia Frawley	Marilyn (Lynn) Miller	Jeannette Stanonik
Gerome (Jerry) Gudauskas	Susanne (Sue) Moenning	Dean Starr
Nancy O. Hamelberg	Rita Pickar	Mary Jo Szczepaniak
Sallie Jo Hayes	Edward D. Prichard	Kenneth R. Thomas
Joan Hjerpe	Natalee Lee Quay	Georgia Van Cleave
John B. Hutten	Donna Schmitz	Marilyn Van DeMark
Linda C. Knight	James Schmitz	Bonnie Warren

Mundelein Class Participants

Joanne Anderson	Chris Eiserman	Joan Hornby
Kathie Carr	Jane Falls	Sharon A. Laviolette
Marti Cash	Evelyn Fox	Virginia R. Mullen
Marilyn Chapin	Kathleen Hajek	Elaine Zuehlke
Marni Custer	Willard Helgoe	

*Somonauk Class Participants

Linda Diane Anderson	Deborah Susan Johnson	Rochelle Denise Rosen
Jill D. Franklin	William Clark Minges	Debbie Lynn Wach

*Attended the VoTec E451 class offered at Mundelein.

SUMMATION OF EVALUATION DATA COLLECTED

During Phase One of the project, the evaluation instruments and techniques to be employed during the PAGE 2 local district planning workshops were identified. Criteria for selection of local district sites were established and matrixes were presented to the facilitators at their training session. The essential forms for the collection of demographic data, workshop participant information, and items to include in the facilitator's anecdotal log were developed and provided to the facilitators.

The preliminary data from five completed local school district workshops have been received. A review of the workshop evaluation forms completed by the participants seems to support the thesis that the participants feel the PAGE 2 materials can help a school district plan a comprehensive career guidance program. Another indication of the interest stimulated by the workshops was the high percentage of participants registering for the staff development course being offered by the Department of Vocational and Technical Education at the University of Illinois at Urbana-Champaign.

Individual workshop participant information was collected to supply background data for workshop planning. Tables 1 through 4 provide some information on the composition of workshop participants in each of the five fully completed workshops conducted during the project.

The pages following the tables include brief summary forms about each of the five workshops.

Illustrative data about some of the types of choices school and community personnel make about career guidance goals and the methods they choose to implement their decisions to achieve high priority goals are depicted in the two case studies.

Table 1
Employment Positions and/or Roles of Workshop Participants

Workshop Sites	Employment Position and/or Role											
	Counselors		Administrators		Teachers		School Support Personnel		Community Members		Parents	
	N	%	N	%	N	%	N	%	N	%	N	%
Ramsey (N = 20)	4	20	2	10	8	40	1	5	3	15	2	10
Shelbyville (N = 17)	2	12	0	0	14	82	0	0	0	0	1	6
Flora (N = 25)	2	8	2	8	19	76	2	8	0	0	0	0
Lake Zurich (N = 28)	1	3½	1	3½	24	86	0	0	1	3½	1	3½
Mundelein (N = 25)	1	4	0	0	11	44	5	20	4	16	4	16
Total (N = 115)	10	9	5	4	76	66	8	7	8	7	8	7

Table 2
Grade Level Responsibilities of Workshop Participants

Workshop Sites	Grade Level Responsibility											
	K-6		7-9		10-12		K-12		Post Secondary		Not Applicable	
	N	%	N	%	N	%	N	%	N	%	N	%
Ramsey (N = 20)	4	20	1	5	6	30	2	10	2	10	5	25
Shelbyville (N = 17)	4	24	5	29	7	41	0	0	0	0	1	6
Flora (N = 25)	13	52	4	16	7	28	0	0	0	0	1	4
*Lake Zurich (N = 28)	10	36	7	25	8	28½	1	3½	0	0	2	7
Mundelein (N = 25)	3	12	0	0	8	32	4	16	0	0	10	40
Total (N = 115)	34	30	17	15	36	31	7	6	2	2	19	16

*Actual school organization at Lake Zurich is a K-5, 6-8, 9-12 program.

Table 3
Teaching Experience of Workshop Participants

PAGE 2 Workshop Sites	Average Number Years Teaching Experience	Average Number Years at Present School
Ramsey	12.8	7.8
Shelbyville	12.3	11.2
Flora	9.5	5.7
Lake Zurich	10.0	7.0
Mundelein	8.6	4.3

Table 4
Composition of Workshop Participants by Sex

PAGE 2 Workshop Sites	Sex of Participants			
	Female		Male	
	N	%	N	%
Ramsey (N = 20)	10	50	10	50
Shelbyville (N = 17)	9	53	8	47
Flora (N = 25)	20	80	5	20
Lake Zurich (N = 28)	22	79	6	21
Mundelein (N = 25)	20	80	5	20
Total (N = 115)	81	70	34	30

ISP PROJECT--LOCAL SCHOOL DISTRICT

PAGE 2 WORKSHOP SUMMARY FORM

Workshop Location-----Ramsey Community Unit School District #204
716 West Sixth Street
Ramsey, Illinois 62080

Workshop Dates-----July 11-12, 1978

Career Guidance Center Region-----13

PAGE 2 Facilitator-----Carol Sanders

Local Contact Person-----Sharon Full

Number of Workshop Participants-----20

Composition: Administrators-----2

School Support
Personnel-----1

Counselors-----4

Parents-----2

Teachers:

Elementary-----4

Community
Members-----3

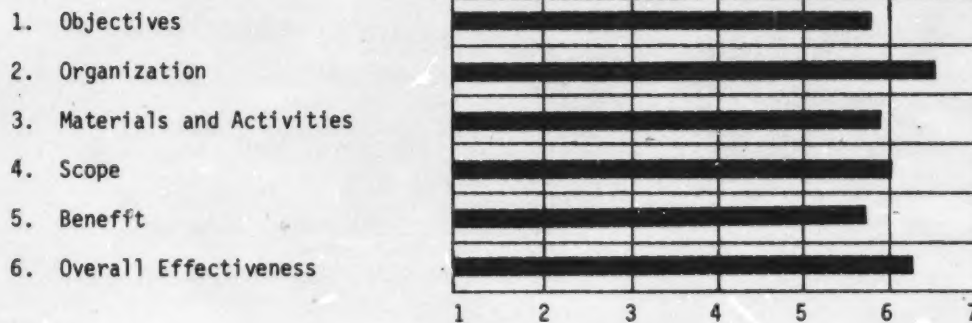
Jr. High-----1

High School-----2

Post Secondary-----1

10 Workshop participants registered for the course VoTc E451.

Evaluation Summary of Workshop as Completed by the Participants



ISP PROJECT--LOCAL SCHOOL DISTRICT

PAGE 2 WORKSHOP SUMMARY FORM

Workshop Location-----Moulton School
1101 W. North Sixth Street
Shelbyville, Illinois 62565

Workshop Dates-----August 14-15, 1978

Career Guidance Center Region-----12

PAGE 2 Facilitator-----Carol Sanders

Local Contact Person-----Helen Harless

Number of Workshop Participants-----17

Composition: Administrators-----0

Counselors-----2

Teachers:

Elementary-----4

Middle School-----1

Jr. High-----3

High School-----6

School Support

Personnel-----0

Parents-----1

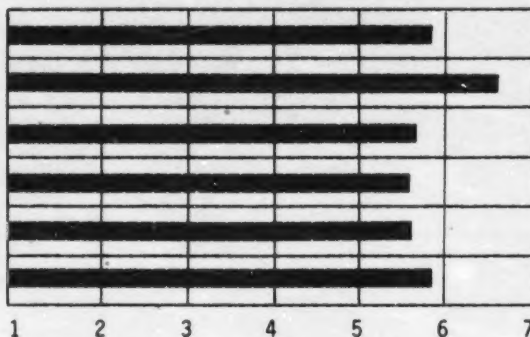
Community

Members-----0

17 Workshop participants registered for the course VoTec E451.

Evaluation Summary of Workshop as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



ISP PROJECT--LOCAL SCHOOL DISTRICT

PAGE 2 WORKSHOP SUMMARY FORM

Workshop Location-----Flora Community Unit School District #35
509 South Locust Street
Flora, Illinois 62839

Workshop Dates-----August 21-22, 1978

Career Guidance Center Region-----13

PAGE 2 Facilitator-----Carol Sanders

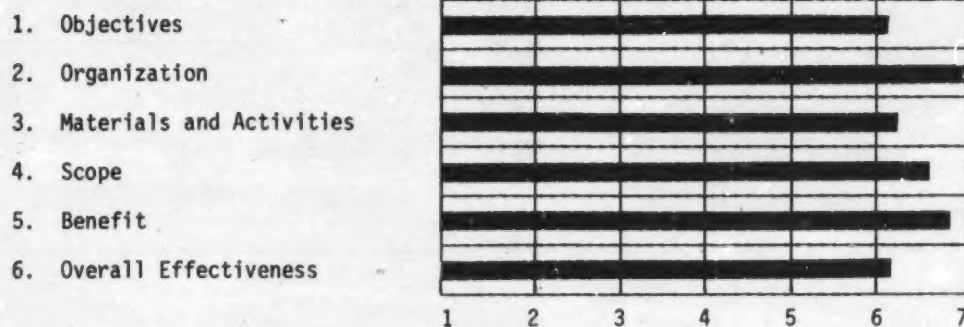
Local Contact Person-----Carl House

Number of Workshop Participants-----25

Composition: Administrators-----2	* School Support Personnel-----2
Counselors-----2	Parents-----0
Teachers:	Community Members-----0
Elementary-----12	
Jr. High-----3	
High School-----4	

22 Workshop participants registered for the course VoTec E451.

Evaluation Summary of Workshop as Completed by the Participants



ISP PROJECT--LOCAL SCHOOL DISTRICT

PAGE 2 WORKSHOP SUMMARY FORM

Workshop Location-----Lake Zurich Community Unit Schools
Lake Zurich, Illinois 60047

Workshop Dates-----September 21, 22, 23, 1978

Career Guidance Center Region-----3

PAGE 2 Facilitator-----Marilyn Van De Mark

Local Contact Person-----Marilyn Van De Mark

Number of Workshop Participants-----28

Composition: Administrators-----1

School Support
Personnel-----0

Counselors-----1

Parents-----1

Teachers:

Elementary-----10

Community
Members-----1

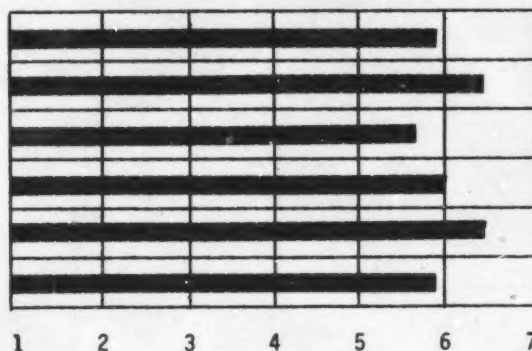
Jr. High-----7

High School-----7

27 Workshop participants registered for the course VoTec E451

Evaluation Summary of Workshops as Completed by the Participants

1. Objectives
2. Organization
3. Materials and Activities
4. Scope
5. Benefit
6. Overall Effectiveness



ISP PROJECT--LOCAL SCHOOL DISTRICT

PAGE 2 WORKSHOP SUMMARY FORM

Workshop Location-----Mundelein High School
1350 W. Hawley Street
Mundelein, Illinois 60060

Workshop Dates-----May 3, 4, 5, 1979

Career Guidance Center Region-----3

PAGE 2 Facilitator-----Jane Falls

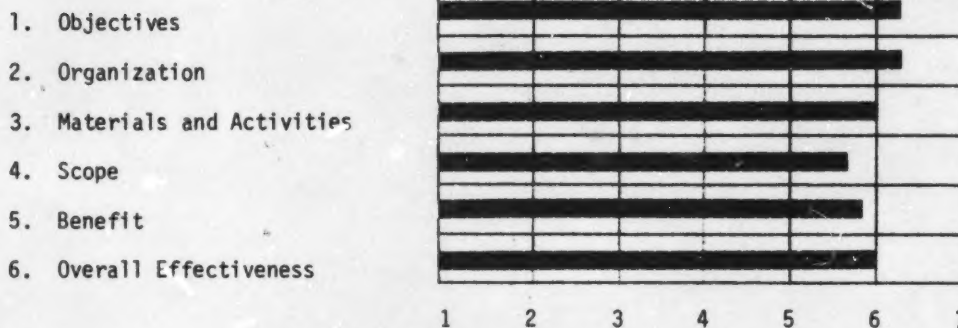
Local Contact Person-----Jane Falls

Number of Workshop Participants----- 25

Composition: Administrators-----0	School Support Personnel-----5
Counselors-----1	Parents-----4
Teachers:	Community Members-----4
Elementary-----3	
Jr. High-----0	
High School-----8	

* 14 Workshop participants registered for the course VoTec E451

Evaluation Summary of Workshop as Completed by the Participants



* An additional 6 participants from another region enrolled in the class.

Follow-up at Two School Districts

The developers of the project envisioned that there might be local school district workshops conducted in each of the 19 regions served by the career guidance centers. In this eventuality, it was planned to provide a case study document describing how the PAGE 2 planning model worked in a variety of school settings. This facet of the project could not be completed because as noted earlier, only a few of the directors of the career guidance centers were able to hold PAGE 2 workshops utilizing at least two modules and collecting the data required for follow-up studies.

Two case studies developed by the staff of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project are included in this final report to illustrate how the PAGE 2 materials were used in two school districts. The studies involve school districts in contrasting settings, with one school district located in a small, rural midwestern setting and the other school district being located in suburbia near a large metropolitan area.

SPECIAL NOTE

These case studies were developed by the staff of the Optimizing Planning Techniques (OPT) for Comprehensive Systems of Guidance, Counseling, Placement and Follow-Through Project. The OPT Project is a joint effort conducted by the Department of Vocational Education, University of Illinois at Urbana-Champaign, and the National Center for Research in Vocational Education, The Ohio State University, with funds provided by the Bureau of Occupational and Adult Education, United States Office of Education.

FOX RUN

Site Description

The Community

The Roxy Theatre closed several years ago, leaving the main street of Fox Run as typical of hundreds of rural towns in midwest America. The business establishment employing the greatest number of persons is the International Harvester Farm Implement Store situated on Main Street. Two blocks west of the implement store is the Fox Run Lumber Yard. But neither of these businesses employ as many persons as the Fox Run School District.

The Lion's Club is the only active civic association in Fox Run. Ever since the last annual fox chase was held thirty-five years ago, a flea market sponsored each year by the Lion's Club has become an important community event. Nearly every day some of the local business people and farmers gather at Goldie's Cafe to discuss Fox Run's news. A weekly newspaper provides the citizens with an accounting of local news and happenings. Hogs and cattle are raised on area farms. Soybeans and corn are the main field crops. Most of the farms are owned by single families. There is only one corporate farm in the Fox Run school district.

North of Fox Run is a state park and south of town is a state prison. Several miles south of the prison is a gasket and machine parts packing company and a pencil factory which provide additional employment opportunities for area residents.

The residents seem to feel secure in Fox Run, a lower-middle income community of 800 people. Many of the residents who go away to college choose to come back home and teach, take over the family farm, or manage the family business.

The School

Based upon 1970 census data, the population of the Fox Run school district is approximately 2,575. There are 570 students enrolled in the schools with an average daily attendance of 518. Two adjacent brick school buildings are comfortable, well maintained, and similar to thousands of others across the nation. One building houses facilities for the kindergarten through grade eight classes along with a cafeteria that serves students and faculty in both buildings. Twenty-one teachers are responsible for 396 elementary students.

The second building houses the senior high school with 174 students in grades nine through twelve. There are sixteen teachers, a counselor, and a librarian, with an average of twelve to thirteen students in a class. The superintendent and the two building principals comprise the administrative staff of the district.

Per pupil expenditure is \$1,277 for the 1978-79 school year. Eighty-six students, or fifteen percent of the district enrollment, receive free hot lunches.

Located within a fifty mile radius of Fox Run are three state supported community colleges. The nearest university is approximately seventy miles away.

Interested in its graduates, follow-up studies are conducted on a one and five-year basis. Follow-up studies conducted in 1978 of the 1977 and 1973 graduating classes revealed the following information:

- (1) Twenty-five persons (sixty-eight percent) returned the one-year follow-up study questionnaire sent to 1977 graduates. Eight persons or twenty-two percent of the graduating class indicated they were enrolled in in-state postsecondary schools. Major areas of study included: psychology, child

care, business management, and aviation technology. Fifteen persons, forty-one percent of the graduating class, listed employment in the following occupations: factory worker, carpenter, secretary, book-keeper, surveyor's helper, babysitter, laborer, and welder. Salaries reported ranged from \$300 to \$1,100 with a mean salary of \$565 per month. Two persons, five percent of the graduating class, were unemployed. No one reported serving in the military.

- (2) Twenty-two individuals in the class of 1973 (fifty-four percent) returned the questionnaire. Fifteen persons (thirty-seven percent) reported having attended postsecondary schools. Twelve of these individuals received degrees or certificates. Current employments reported by respondents included-homemaker, secretary, factory worker, farmer, medical worker, salesperson, deputy court reporter, and truck driver. Monthly salaries ranged from \$500 to \$1,250, with a mean salary of \$970.

Program Initiation

The PAGE 2 facilitator contacted the director of the regional career guidance center early in May to lend assistance in conducting a PAGE 2 workshop. The director of the center then contacted the Fox Run High School principal to offer the district a subsidized workshop. The workshop was scheduled for mid July. The high school principal's wife, a substitute teacher, was assigned to serve as the local contact person. Approval was obtained and necessary arrangements were made with the superintendent. The contact person worked closely with the high school principal and guidance counselor. Both the principal and counselor were enthusiastic since they had been collaborating on other career guidance projects and viewed the PAGE 2 workshop as relevant inservice for the teachers.

Most of the teachers in Fox Run expressed an interest in career-related inservice, perhaps as a result of their involvement in developing a curriculum-related career guidance course manual. The development of the manual was funded by a grant acquired by the high school principal. The mandatory nine-week career guidance course provides eighth grade students with initial experiences in exploring career options. The course content includes written activities, puzzles, and simulations to promote students' self awareness and career identity. Another proposal was being written for a mini-grant to fund the purchase of a slide-tape viewer and for the development of a slide-tape presentation about the careers of local people.

Supportive of the students' career development the counselor surveys businesses and industries within fifty miles of Fox Run for job openings for graduating seniors. Recently, the school district also started sending students' vocational interest inventories to the career guidance center for computerized printouts which, in turn, motivate students to consider career options and plans. The counselor requests available resource materials from the region's career guidance center and works closely with the high school librarian to acquire career-related media.

Letters of invitation to attend the PAGE 2 workshop were issued by the contact person to all members of the Fox Run School staff. In addition, members of the staff from a nearby district were also invited. Knowing the residents of Fox Run, the contact person asked several community members to participate in the workshop. Eleven Fox Run School staff members, four representatives from a nearby district, and four community members participated in the workshop which began at 9:00 a.m. on Tuesday morning and ended at 4:00 p.m. on Wednesday. Four semester hours of graduate credit were offered to those participants who were willing to attend drive-in seminars which were held several weeks after the workshop was completed. The only incentive offered to the community members was the intrinsic satisfaction received from offering their services to the schools.

As is sometimes the case with school board and advisory committee membership, the community members participating in the workshop were more representative of the town's educationally-oriented and higher socio-economic population segments than of the general Fox Run population. One community member owned the local lumberyard; another owned a funeral home; one owned a supermarket; and one was a homemaker. All had worked with the schools on previous occasions. Two had been on the school board, all had served on the vocational education advisory committee, and one worked regularly with cooperative education students.

School personnel represented nearly every facet of the school. The eleven Fox Run participants consisted of the superintendent of schools, high school principal, librarian, counselor, four elementary teachers, an English teacher, a business education teacher, and a substitute teacher. Administrative support for the PAGE 2 efforts was indicated by the workshop attendance and participation of the high school principal and the superintendent of schools.

Table 1 provides information on the participant mix of the workshop. With the exception of junior high level, school personnel represented almost every facet of the educational program.

Table 1
Employment Position and Grade Level Responsibility
of Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	2	10
*Counselors	4	20
Teachers:		
Elementary (K-6)	4	20
Junior High (7-8)	0	0
Senior High (9-12)	2	10
**Postsecondary (13-14)	1	5
Community Members	3	15
Parents	2	10
Support Personnel	2	10
TOTAL	20	100

*Includes three counselors representing a neighboring school district and a community college.

**Attended as a representative of a nearby community college.

The average number of years of teaching experience for the planning session participants was thirteen years. The average number of years at their present school was eight years. Ten (fifty percent) of the participants were male and ten (fifty percent) were female.

The Planning Session

The workshop was conducted by the state PAGE 2 facilitator with assistance from the local contact person. The facilitator was not known to most of the district staff. The contact person, as a substitute teacher, was neither an "insider" nor an "outsider" per se, but had some influence as the principal's wife. During the actual planning session the high school principal and the guidance counselor demonstrated significant leadership and enthusiasm which motivated the other workshop participants. The participation of the superintendent added support to the district effort.

Several of the Fox Run teachers who participated had previously worked together in writing an eighth grade career course manual. These individuals seemed to be generally familiar with career guidance goals. The personnel from other districts and the Fox Run teachers who had not been previously involved in career guidance activities seemed somewhat confused by the unfamiliar career guidance terminology.

The regional career guidance center director and the high school principal determined that Modules I, "Planning a Career Guidance Program" and II, "Implementation Approaches for a Curriculum-Based Career Guidance Program" seemed appropriate for the Fox Run School district. The participants were divided into four groups: Group one, two and three were composed of Fox Run school staff and community members; group four was composed of persons representing several surrounding communities.

The top priority goals ranked one, two and three emerged as the following:

Table 2

Fox Run's Top-Ranked Goals

Goal Ranked	Goal	Groups' Ratings ¹				Total Points	Population Variance
		Group 1	Group 2	Group 3	Group 4		
1	Develop a positive "self concept"	4	5	5	5	19	0.25
2	Acquire effective "interpersonal skills"	5	4	4	4	17	0.25
3	Develop "decision-making skills"	3	4	3	4	14	0.33

¹Scale: 0 to 5 points; 5 is the highest value.

Participants next compared their top priorities with the existing situation in the Fox Run schools. They indicated that the schools were meeting the goal of "developing a positive self concept" fairly well, but that more could be accomplished. They considered the second and third priority goals as being met somewhat better than the first one, but would recommend improvement.

In the groups' "I. M. Superintendent" letters, participants presented a rationale for focusing the district's career guidance efforts on the three goals in Table 2. The rationale presented by group one, similar to those written by other groups, is shown below:

GOAL 1:		DEVELOP A POSITIVE SELF CONCEPT
<u>Indications of need</u>		1. Poor decisions made concerning curricular selections. 2. Students not working up to potential. 3. Poor self concepts are resulting in behavioral problems. 4. Low self esteem.
<u>Steps to correct need</u>		1. Knowledge of self (abilities, interests, aptitudes, limitations). 2. Individual and group counseling. 3. Make student aware of individual goals. 4. Worth of individual must be established. 5. Role playing and group counseling.
<u>Results</u>		1. Develop perception of oneself in terms of interests, abilities, values, and goals. 2. Develop awareness of how others see you. 3. Develop concept of ideal self.
GOAL 2:		ACQUIRE EFFECTIVE INTERPERSONAL SKILLS
<u>Indications of need</u>		1. No respect for adult authority. 2. No respect for peers. 3. No respect for self.
<u>Steps to correct need</u>		1. Increased group activities. 2. Deeper understanding of the authority's role. 3. A self evaluation.
<u>Results</u>		1. Learn how to work in various types of groups. 2. Learn how to get along with authority figures. 3. Learn how to get along with peers. 4. Learn effective skills for interacting with opposite sex and minority group members.
GOAL 3:		DEVELOP DECISION-MAKING SKILLS
<u>Indications of need</u>		1. Inability to choose a career. 2. Lack of interest in researching different careers.
<u>Steps to correct need</u>		1. Make student aware of the many careers that are available.
<u>Results</u>		1. Understand steps in decision-making process. 2. Understand psychological aspects of decision making. 3. Understand that individuals make many career-related decisions. 4. Learn to accept responsibility for one's decision.
<u>Summary:</u>	In order to achieve these goals, we feel that the teaching staff, K-12, should receive in-service training to become familiar with the goals of the career guidance program and that the teachers should develop activities which include these goals.	

Although participants expressed enthusiasm for the PAGE 2 workshop, they have not organized any follow-up to the plans generated. The teachers viewed it as an interesting workshop that mainly served to reinforce what they were already doing in their classrooms. The business teacher said, "I felt we were accomplishing what PAGE 2 was talking about" and added, "It made me more aware of how to approach different phases than before." An elementary teacher admitted she had earlier thought career guidance was for high school students, but now felt that "it should be done in elementary school too." The counselor felt it certainly raised the teachers' awareness of their opportunities to foster students' career development in relation to courses they teach. The principal stated that "There isn't any one workshop or activity that will suddenly change or commit faculty to an idea. We must keep working all the time."

Although several teachers expressed doubt that the community members felt comfortable in the workshop, two of the three interviewed said they felt quite comfortable and involved. These two community members were enthusiastic about the workshop, enjoyed the activities, and were pleased with the plans they helped formulate. However, they didn't see any real prospects for operationalizing the plans, primarily because the school district has serious problems financing the current program.

The participants all agreed they welcomed the opportunity to work with each other, and this was especially true for the teachers from different buildings and the administrators. They made no suggestions on ways to improve the PAGE 2 workshop but did reinforce the fact that administrators should attend because their understanding and support is needed for program implementation.

Program Continuance

It was difficult to determine the specific impact of the PAGE 2 workshop and materials because of other career education activities in the district. Some of the career guidance activities that are under way were in progress before the PAGE 2 workshop began. However, several people indicated that the workshop caused them to think of career guidance in a broader sense. One said, "I was at a plateau. It (PAGE 2) helped me clarify where I was going." Thus indications were that:

The PAGE 2 materials helped the staff members define what they were doing in career guidance and contributed to a broader understanding of career development.

The fact that four community members/parents participated in the workshop provided a fruitful area for making several observations. First it was clear that:

School personnel underestimated the ability and readiness of community personnel to participate in the type of activity presented by the PAGE 2 materials.

Throughout the interview with school personnel there seemed to be an echoing strand of thought about the community personnel who participated in the workshop. As an example, the comments went something like this: "We're not sure the community people knew how to fit in. They are not used to this kind of activity."

The school personnel might have been surprised if they had heard the conversation that took place with the lumberyard owner. The first thing he said was, "I really liked that puzzle but I had done that before." He went on to say that every year he goes to his Read-Mix meetings and they often have group activities similar to the Missing Square puzzle. It may well be that Read-Mix dealers across the nation have a better inservice education program than teachers in the public schools. Educators need to be aware that methods and activities used in education are also used in the business world.

The lumberyard owner said he participated because he thought it was his civic responsibility to help the schools. He liked the workshop and had good feelings about

his involvement. Before the interviewers left, he purchased a copy of the history of Fox Run and insisted on giving it to the interviewers. One of the other two community members expressed similar enthusiasm for the PAGE 2 workshop.

However, the school personnel were apparently right in their estimate about one of the community members. This one individual did not like the workshop and flatly told the interviewers so. He saw no sense in working within a group contact to put career goals in priority order. He said that all the time he was in the workshop he kept thinking, "My time could be better spent in my store." During the conversation he said, "I am just not a joiner. They asked me to join the Lion's Club. When they started singing the tail wagers song, that was enough for me. I just never went back." Yet, this same person chairs the vocational education advisory committee for the Fox Run School District.

There was a difference in educational level among the community members. Therefore, a second observation was that:

There needs to be much more research on which techniques and methodologies work best with different segments of the community.

It almost sounded like a record being played over and over again for the interviewers found evidence of teachers feeling that:

Participation of administrators in PAGE 2 workshops is crucial to successful implementation of the PAGE 2 planning methodology.

Neither of the two Fox Run administrators who attended the workshop appeared threatened by the fact that they were placed in a situation where there was give and take on the part of teachers, administrators, and community members. Teachers did not always agree with the administrators nor did the community members. It could be that:

The degree to which administrators see themselves as active group members rather than passive observers influences the general enthusiasm for the workshop.

Fox Run was "on the move" in terms of career guidance before the PAGE 2 workshop. However, most of the activity was and still is at the senior high school level. In fact, elementary teachers still do not seem to fully understand their role in career guidance and:

There is little evidence yet that a plan is emerging for the delivery of a comprehensive K-12 career guidance program.

The senior high school career guidance program is truly outstanding in terms of the limited resources that are available. High school students in Fox Run are receiving more career guidance services than many students across the nation. It is also at the senior high school level where career guidance activities are continuing to increase. Efforts now need to be directed toward the elementary and junior high school levels.

.....

In conclusion, six months after the PAGE 2 workshop was completed, the Fox Run career guidance program consists mainly of individual efforts. There is little evidence to date that a comprehensive K-12 program will be designed and implemented. However, it must be stressed that secondary students in Fox Run are receiving outstanding career guidance services. The elementary and junior high school programs still need attention.

VANDY HILLS

Site Description

The Community

Vandy Hills Community Unit School District comprises an area of nineteen and one-half square miles and is located thirty miles from a major city. The school district draws students from all or part of four suburban communities.

Historically, Vandy Hills was characterized as a farming community, but with the migration from the city and the expansion of suburbia, the area surrounding Vandy Hills has experienced a rapid population growth.

Dedicated to the principle of providing a healthy and controlled community development, Vandy Hills displays a unique blend of the old and the new. The beautifully wooded area provides recreational facilities for its residents and for those of neighboring areas. Recreational programs meet the needs of the senior citizens as well as the youth of the community.

The Industrial Council of Vandy Hills has concentrated on attracting industry to the area to meet its goals of providing an economic base of meaningful jobs for area residents. However, many who reside in Vandy Hills continue to work in their previous positions in the city or surrounding suburbs.

Vandy Hills residents are proud of their community and schools. The school buildings are used as the center of activities for community affairs, with the Board of Education encouraging community involvement in school affairs. Community support of the schools is evident by the passage of referendums in 1970, 1975, and 1978 which allocated funds for the construction of new buildings and additions/improvements to those in existence.

Although the mean individual income in this middle to upper middle class community is \$21,000, there are wide variations of incomes with migrant workers earning less than \$7,000. There is evidence of building expansion in Vandy Hills with four new housing developments being approved in the past two years, new industries wishing to locate in the industrial park, final plans for a long awaited shopping center, and a new hospital to be completed this year.

The School

The Vandy Hills student population continues to increase, even though there has been a school enrollment decrease of 2,000 in the county. Since 1970, Vandy Hills Community Unit School District increased in student population from 2,388 to a current level of 3,232 kindergarten through twelfth grade students. An additional increase of 200 to 800 students is expected by 1980.

With population increase has come building expansion. Presently Vandy Hills Community Unit School District operates three elementary schools, one junior high school, one senior high school, and an administration center. Plans are underway for the building of a fourth elementary school.

Vandy Hills student teacher ratio is 19:1 with approximately 175 certified teachers and 80 non-certified support staff. Many Vandy Hills teachers live in the surrounding communities. Approximately \$1,900 is expended annually per student in educational costs and the annual district budget is in excess of \$5,000,000. The district owns and operates eighteen school buses and provides hot lunches in all schools. Presently, ninety-four students qualify for free lunches. Average daily attendance is reported to be 2,853.

Numerous postsecondary institutions are located within commuting distance of Vandy Hills. Approximately thirty-eight percent of the graduating class of 1978 chose to attend a four-year university. Twenty-three percent of the class chose community colleges. Two percent of the graduating class indicated they were attending trade schools. Thirty-two percent reported they were working. The remaining five percent were classified as not employed outside the home, unemployed, or address unknown.

In standardized testing, district students in grades kindergarten through twelve tend to score above national averages. High school students taking the American College Testing (ACT) examination and the Scholastic Aptitude Test (SAT) typically score at or above the national norms.

Vandy Hills provides a comprehensive instructional program from kindergarten through grade twelve. Services are provided in reading, learning disabilities, speech correction, psychological evaluation, bilingual education, gifted child programs, and co-curricular music, sports, and club activities. A member of the county area vocational district, Vandy Hills presently sends forty-seven students (less than half of their quota) per year to the center for training. Tuition per student, paid by the district, is set at \$750.

Vandy Hills is also affiliated with the special education district of their county. Approximately five percent of the total student population are considered to be special needs students with forty students enrolled in a special education class at the high school.

Located in a state that requires its school districts to submit a one and five-year plan for vocational and technical education, Vandy Hills currently receives \$22,000 annual reimbursement for their vocational programs. The local school district has one cooperative work program.

Program Initiation

During mid May 1978, personnel from the regional career guidance center contacted the director of vocational education and guidance at Vandy Hills High School about the PAGE 2 materials. The appropriateness of the materials for planning comprehensive career guidance programs for a kindergarten through grade twelve district was discussed. One of the high school counselors with experience in career education and a strong interest in career guidance was recommended as the district contact person and possible workshop facilitator.

Although the director of guidance at Vandy Hills is officially designated as coordinator of career guidance, she and the recommended contact person share responsibility for coordination of career guidance and career education. There are no elementary or junior high counselors in the district. Instructional responsibilities for career guidance and career education in the classroom rest with the individual teacher. All teachers furnish the director of guidance and vocational education with a description (listing) of the career education and career guidance activities used in their classrooms during the year. This information is then incorporated as part of the district's one and five-year plan for vocational and technical education.

Vandy Hills has always been a college-oriented school system, and career education and career guidance have not been high priority items in the school program. As the curriculum director stated, "Our number one priority at the elementary level is basic skills." The majority of the teaching staff reflected this attitude. So, too, the board showed the same attitude in the statement, "The board is supportive of career guidance but not necessarily interested. Career guidance ranks somewhere in the middle of its priorities."

Most of the activity at the elementary level in career education and career guidance is an infusion approach and on an individual teacher basis with the use of resource

persons in the classroom. Although it was indicated that an elementary career education resource center had existed on a revolving basis for each elementary school, staff interviewed had no knowledge of such a resource center.

Career education at the junior high is viewed as an introductory program to vocational education. The major activity is a career day once a year.

In addition to sending a selected number of students to the area vocational center each semester for two and one-half hours a day, Vandy Hills also has vocational programs in the high school. Three counselors are employed by the school district, all at the secondary level. Seeing the need to deliver career guidance activities through the curriculum, the counselors had planned and organized a number of career guidance activities for the high school. Prior to the PAGE 2 workshop they had compiled the Community Resource Utilization for Career Education (CRUCE), a directory of businesses and individuals in the community that could serve as career resources. They had also written a staff development proposal which was submitted to the state department of vocational education for financial assistance. The proposal was funded at \$2,000-\$3,000 with matching funds to be provided by the district. This proposal included voluntary bus tours to local businesses and industries, attendance at the state's vocational association conference, and released school time for career curriculum committee work. In addition, the counselors were working on a career guidance and career education plan for the district.

The high school counselor designated as the contact person attended a facilitators' training session for the PAGE 2 materials in late May and early June. She then took the initiative of gaining administrative support for the district-wide planning session. Support for the workshop was received from the district superintendent and the high school principal.

Prior to the summer vacation, all kindergarten through grade twelve teachers, counselors, administrators, district advisory committee members and CRUCE members received a letter from the counselor (contact person) explaining the details of the workshop and encouraging their participation.

The workshop was conducted during the third week in September on Thursday and Friday from 4:30 p.m. until 8:30 p.m. and on Saturday from 8:00 a.m. until 4:00 p.m. The time lag from May until September was due to: (1) the need for an individual in the district to become familiar with the materials; (2) the summer vacation period; and (3) the need to get school underway in the fall prior to the three-day session.

Enrollment was accepted on a first-come, first-served basis with twenty-eight persons participating and two or three persons turned away at the outset of the planning session. For eleven persons it was their first inservice experience with career guidance. At the time of the PAGE 2 workshop five of the participants were enrolled in a career education techniques course being offered in the district by a nearby institution of higher education. Some participants had received prior credit in career education or career guidance. Others had attended career education and career guidance inservice on a non-credit basis.

Preliminary contacts indicated substantial administrative and community participation. However, of the administrators only the superintendent was present and only for a portion of the first session. Community participants declined when the sessions had to be scheduled during evening hours and on Saturday.

As an incentive for participation, all persons were afforded the opportunity to earn four semester hours of graduate credit through the state's major university. Those enrolling for credit were also required to attend sixteen hours of lecture-discussion offered on an extramural basis at the district high school. Tuition for the university course work was reimbursed by the district.

Individual workshop participant information collected provided an insight as to the composition of the participants' background and experience. The average number of years of teaching experience for the planning session participants was ten years. The average number of years at their present school was seven years. Six or twenty-one percent of the participants were male, and twenty-two or seventy-nine percent were female.

Table 1 indicates the employment position of the workshop participants.

Table 1
Employment Position and Grade Level Responsibility
of Workshop Participants

Position	Number of Participants	Percentage of Participants
Administrators	1	3.6
Counselors	1	3.6
Teachers		
Elementary (K-5)	10	35.6
Junior High (6-8)	7	25
Senior High (9-12)	7	25
Community Members	1	3.6
Parents	1	3.6
TOTALS	28	100.0

The Planning Session

Although the superintendent attended part of the first session, he did not participate in ranking the goals for career guidance programs. Several teachers remarked that more participation by top administrators would have added importance to the workshop. They appreciated the active participation of the counselors.

Apparently the teachers' esteem for the counselors had not been tarnished by an inservice day held the previous spring that had literally "bombed." Although it was organized by the senior counselor to promote career education, this mandatory inservice day was considered a fiasco. The teachers "would rather have corrected papers" than listen to the speaker who added little to their understanding of career guidance in the classroom. In fact, the workshop drew so much teacher criticism that the administrators decided to eliminate mandatory staff development activities.

The counselors decided that the PAGE 2 modules, I (Planning a Career Guidance Program) and II (Implementation Approaches for a Curriculum-Based Career Guidance Program), would be most useful for the school district. It was perceived that school staff would benefit from the group involvement and human potential kinds of experiences offered in the PAGE 2 materials. Modules I and II would also help personnel understand systematic, articulated program development.

Following the pattern of a PAGE 2 workshop, the participants identified their three top priorities for Vandy Hills' career guidance program. The goals which were identified as high priorities were then considered for further career guidance program planning during the workshop session. Table 2 displays the three top-ranked goals and their rating by the four participant groups.

Table 2
Vandy Hills' Top-Ranked Goals

Goal Ranked	Goal	Groups' Ratings ¹				Total Points	Population Variance
		Group 1	Group 2	Group 3	Group 4		
1	Develop a positive "self concept"	5	5	4	5	19	.25
2	Develop "decision-making skills"	4	4	5	4	17	.25
3	Develop "positive attitudes towards work"	4	3	3	5	14	1.00

¹Scale: 0 to 5 points; 5 is the highest value.

After ranking the goals, participants asked themselves, "How well is Vandy Hills meeting these goals?" They assessed the current status of the top priority goal, "Develop a positive self concept," as being acceptable but needing more emphasis in the schools. Their assessment of the second and third priority goals ranged from poor to fair, indicating that generally the efforts being made to achieve them are weak and that much more needs to be done by the school.

During the remainder of the workshop, major emphasis was placed upon developing a rationale for implementation of the high priority goals and the identification of implementation plans. The participants continued to work in their assigned groups. Only group one (which was lead by the high school counselor) was able to complete program planning sheets on the three identified goals. The other three groups generally identified a series of planning steps to achieve one of the goals but did not, either because of time or failure to understand planning techniques, continue to discuss responsibility, dates of accomplishment, cost, and outcomes in detail. Groups two, three, and four did not attempt to discuss implementation plans for their second and third priority goals.

When asked to plan "how" they would evaluate their career guidance program, participants did not appear to fully understand the concept of collecting data on each program component from a number of different sources using a variety of data-gathering techniques. It appeared that participants needed background information concerning evaluation methods and procedures prior to the evaluation matrix activity. Partial completions of the matrix by those attempting it focused heavily on instructional material evaluation.

The participants' reactions to the PAGE 2 workshop were very positive. The superintendent stated that "it was a most successful experience according to those who attended." He favored the voluntary participation and the intermingling of teachers from different buildings. The participants unanimously regarded the workshop as one of the best they had attended. They were pleased with the opportunity to communicate with

people from other buildings. An elementary teacher remarked, "This was the first time I had talked with the business education teacher since our orientation day years ago." Several said they enjoyed the active participation, especially the puzzle activity at the beginning of the workshop. One teacher said, "From actually doing the goals sorting and writing plans, I came away knowing something about career guidance. I knew nothing beforehand." Another felt that "It was sensible--a pattern of work emerged." A third teacher said, "My attitude changed." Another was pleased to learn about the systems approach, which he planned to incorporate in future committee meetings for "less wheel spinning."

Participants made no recommendations for improvements or changes in the PAGE 2 materials or procedures. One participant felt in the beginning that the vocabulary and terms used were somewhat confusing. All those interviewed stated that they would recommend the workshop to their colleagues and to other school districts as a valuable tool and enjoyable technique to learn how to plan a career guidance program.

Program Continuance

There are several general observations that can be made about the implementation of the career guidance program planning activities in the Vandy Hills Public Schools. The first relates to the interest that was generated by the PAGE 2 workshop and materials.

Workshop participants expressed a genuine desire to "put into practice" what they learned in the workshop.

The following excerpt from a memorandum written by the Vandy Hills counselor who conducted the PAGE 2 workshop indicates that steps have been taken to help assure that a career guidance plan is developed for the district. The memorandum was sent to the superintendent.

Vandy Hills School District

MEMORANDUM

To: Superintendent
From: Guidance Counselor
Subject: Career Guidance Curriculum Committee

Toward the end of the sessions there was a general concern regarding the outcome of the workshop. "What happens now?" "Is the workshop merely a mechanical exercise?" I assured the participants I would do my best to ensure productive results of our meeting. With that in mind, I recommend the following:

1. The creation of a Career Guidance Curriculum Committee to be headed by a member of the guidance staff. The committee would consist of members representing kindergarten through grade twelve and all buildings. The membership would be limited in size to eight to ten people, and only those people completing the PAGE 2 workshop would be considered. Professional growth credits would be awarded per normal policies.
2. I anticipate the committee to last for more than one year. Initial tasks of the committee would be to select and/or create needs

assessment tools, then conduct the assessment. Concurrently, a program evaluation could be taking place. These processes would probably take four to five months. The committee would then follow on according to the planning model. As a timeline, if my estimates are correct, the end result would be a sequential K-12 career guidance program with student objectives for each grade level K-5, and each department 6-12. The program would be operational for the 1980-81 school year.

I hope my recommendations are received favorably. The workshop has generated enthusiasm among faculty members toward career guidance. I trust we can direct energy down a worthwhile path. Please do not hesitate to request further information from me if needed.

This memorandum eventually led to the superintendent's approval to form a Career Guidance Curriculum Committee. He also agreed to award the committee members professional growth credits upon completion of satisfactory work.

Teachers and counselors view academic and professional growth credits as important incentives for developing and implementing a comprehensive career guidance plan.

Teachers and counselors who were interviewed were very candid in stating that the college credit offered for participating in the workshop was an enrollment incentive. Likewise, they want professional growth credits for additional committee work that must be done to develop a comprehensive district-wide plan. It was quite evident that "No professional growth credit--no extra work done on developing a plan!" It seemed as though they were simply saying, "If the school board and administrators do not value this activity as worthy of professional growth credits (which are awarded for other types of committee work), then there is no reason for us to invest our time in such an effort." Accumulating professional growth credits motivates participation in these activities because it raises salary scale levels. One teacher stated, "I would rather spend time working on a program for the district than take courses for graduate credit that may not be of benefit to my classes and the district."

The counselor's memorandum requesting the creation of a Career Guidance Curriculum Committee emphasized that "professional growth credits would be awarded as per normal policies." The administrator in charge of coordinating professional growth activities did not, at first, view the committee work as worthy of receiving professional growth credits. However, this administrator did not attend the workshop and had made the statement that basic skills were currently a higher priority. The superintendent, who did attend a portion of the workshop, understood the intent of the PAGE 2 materials and viewed this committee work as something that would benefit the district. He agreed to award professional growth credits. Thus, a very important barrier was overcome.

As oftentimes happens:

Workshop participants repeatedly voiced the belief that it is important for administrators to attend the PAGE 2 workshop.

"When they attend, they understand." This feeling regarding attendance of administrators at the workshop was a recurring expression. A quote from one teacher, although a bit awkwardly stated, further illustrates the point: "Faculty priorities have to agree with administration priorities in order to become priorities." Several indicated they would also like to have had school board members in attendance.

The junior high school teachers, in particular, expressed the notion that they wished their principal had attended the workshop. Perhaps this is a reflection of the fact that there are no junior high counselors and, hence, no organized program of career guidance services.

One shortcoming of the workshop was that:

There was little community participation in the PAGE 2 workshop.

One of the intents of the PAGE 2 materials is to provide a means whereby community members and parents can contribute to setting career guidance goals for the district. This goal was not accomplished at the Vandy Hills workshop. Several factors may have contributed to the lack of community participation: (1) The workshop was held on Saturday and some community members were reluctant to give up part of a weekend; (2) They may have also felt uneasy about participating in a school-based workshop; (3) Parent-teacher organizations are not very active in the school district; and (4) Many residents commute daily to jobs outside the district.

There is evidence that:

Career guidance will continue to be an important priority at Vandy Hills.

This generalization can be made because: (1) The superintendent has approved the establishment of a Career Guidance Curriculum Committee to carry out plans developed in the PAGE 2 workshop; (2) Professional growth credits will be awarded for the committee work; (3) At least three small external grants (two related to sex-fairness and career choices and one related to staff development for career guidance) have been received by counselors and teachers in the district; and (4) Enthusiastic leadership on the part of the counselors is self-evident.

Points (3) and (4) need further elaboration. The receiving of the three grants cannot be attributed solely to PAGE 2. One proposal was in progress prior to the PAGE 2 workshop and two were written as a result of participating in another university career education course. However, two individuals who were recipients of grants indicated that PAGE 2 broadened and enhanced their understanding of career development in such a way that their efforts will include more than career information. Concepts related to decision making, coping behaviors, etc. will now be included in their classroom activities. In this respect, it can be said:

The PAGE 2 approach works with existing career guidance programs because it calls for school personnel to think of career guidance in a more comprehensive manner.

In this instance there is something to be said for the fact that an "insider" conducted the workshop. An insider knows the system. An insider speaks the language, knows the community-held beliefs, attitudes, and behaviors. An insider is a familiar figure. And, perhaps, even more important, an insider remains in the system to lead planning efforts.

.....

In conclusion, four months after the PAGE 2 workshop was completed, the Vandy Hills School District was ready to select members of the Career Guidance Curriculum Committee. This committee will develop a district-wide plan for a comprehensive career guidance program. The wheels of momentum did not stop when the workshop was over. This district has concrete activities under way for developing a plan based on the planning skills acquired through using the Programmatic Approach to Guidance Excellence (PAGE 2) materials.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions reached by the project staff revolved around: (1) PAGE 2; (2) Planning; (3) Personnel; (4) Programs; (5) Problems; (6) Perspectives; and (7) People. These are the essential considerations required in designing a comprehensive career guidance program for a local school district. It almost staggers the imagination to think that the students in schools today will spend half of their working life in this century and the other half in the 21st century. They will pass through the ominous year of 1984 and the space odyssey of 2001. Intelligent planning is needed in schools developing programs to meet the needs of all students.

PAGE 2

Limited preliminary data tends to support the claim made for the use of the PAGE 2 materials as one tool that can be useful in planning career guidance programs.

PAGE 2 works:

By focusing on some of the elements which are important to a comprehensive career guidance program in a K-12 school setting.

By providing inservice training materials which enable workshop participants to assess individual and institutional needs, determine goals, state objectives, decide on appropriate activities, and devise evaluation procedures when planning and implementing career guidance programs.

By creating, for school personnel searching for a planning process, a team approach and consensus in designing a comprehensive career guidance program for their schools.

Planning

Productive planning comes only when all parties concerned share in the process. This is an integral facet of the PAGE 2 materials and the project staff found that the

high priorities of the community participants oftentimes differed from those of the school personnel. The PAGE 2 planning model accommodated these differences by helping all of the participants reach a consensus about what ought to be accomplished.

Programs

The way across the bridge from theory to practice is a tedious one requiring adaptations and special considerations for the uniqueness of individual local school districts and for different high priority goals. Flexibility and continual evaluation is required in programs meeting the needs of all students.

Problems

Occasionally it appeared that in some instances the schools created their own problems by building away from the community and not encouraging community participation and support. Some of the sketchy data returned to project staff seemed to indicate that a consensus among community participants and school personnel made for a more successful career guidance program, especially when the planning group mutually agreed on high priority goals.

Perspectives

Using the PAGE 2 materials apparently helped planning personnel design programs which created an understanding of the purposes and goals of the program.

As expressed by comments of workshop participants:

"Career guidance is now viewed as an essential part of the school curriculum."

"I feel I now have a good idea of the total picture of career guidance for my school district."

People

People plan programs and different people hold strong convictions about the priorities to receive emphasis in a school program. Only when these people work together in the planning process can there be a program which is mutually satisfying for everyone concerned. Successful school career guidance programs seem to be people-oriented.

Recommendations

1. A Need for a Dissemination Model

There is a pressing need for effective ways of disseminating meaningful, field-tested materials. A research project relating to dissemination methods could provide a useful tool for innovators of new materials, for project personnel, for project planners and developers, for research and development in checking project plans and impact, and for marketing materials through the Curriculum Publications Clearinghouse.

2. Flexible Funding Periods for Projects

Having a hard and fast time frame for a funded project can sometimes be a detriment to the value and worth of a project. Time constraints can keep a project from being fully completed and/or developed. Perhaps some thought needs to be given to reviewing some types of projects at critical intervals with a possibility of extending the usual allotted funding period if the examination warrants it.

3. The Career Guidance Centers

The project staff had the opportunity to meet with the directors of the nineteen regional career guidance centers at several of their meetings. We visited many of them in their regional office. All of them are conscientious, dedicated individuals seeking role identification and struggling with a task delineation problem. The directors and their staffs have taken on a formidable task in trying to fulfill their stated mission. Perhaps additional types of support and clarification of their roles in funded projects would be useful to them and to project planners.

4. Planning a Career Guidance Program

The PAGE 2 planning model is only one of several alternative models that can be used in planning career guidance programs. Consideration should be given to providing program planners with copies of the booklet "Planning Comprehensive Career Guidance Programs: A Catalog

of Alternatives" available from Dr. Janet Treichel, Department of Vocational and Technical Education, University of Illinois.

5. Clear, Concise Communication

Maintaining the lines of communication among all individuals and groups is essential for project success. Not only is this important among project staff members and the project contract administrator, it can also be vital when the project has impact on other persons and units requiring harmonious working relationships.

for information

PAGE 2 materials are available for purchase from the:
Curriculum Publications Clearinghouse
Western Illinois University
76B Horrabin Hall
Macomb, IL 61455
(800) 322-3905

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